

C H I N E S E - C A N T O N E S E
BASIC COURSE

Volume I
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DEFENSE LANGUAGE INSTITUTE
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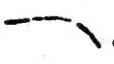
PREFACE

The Chinese Cantonese Course, consisting of 166 lessons in 8 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 2 proficiency in reading and writing Chinese Cantonese. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.


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TONES

Everyone who speaks "American" English as a native is aware that any group of syllables can be spoken in different ways with very different meanings, without changing the way the syllables are written. For example, "He came home at eleven thirty" can be spoken as a dry fact, as an expression of horror at his lateness, as an indication that he came in after eleven and not after ten or twelve, and in other ways. The two main devices we use to show such differences in English are stress and intonation. Stress is the relative loudness we give any part of an utterance. Try pronouncing the above example in different ways; you will see at once that you make much change in the stress of different syllables. Now read the following two examples: Two Detectives burst into a room. They see a man lying on the floor. One rushes over to him. The other asks "He's dead?", and the examiner answers, "He's dead." Each man has spoken the same two syllables, but they have said very different things; yet, the two pairs of syllables are exactly the same, with one exception: they are spoken with different intonations. You will recognize that the intonation of the first utterance can be diagrammed thus: ; while the intonation of the second can be diagrammed thus: . Now the intonation of any word in English can be changed with great flexibility. But not in Cantonese Chinese. The most important single thing you must learn in the early part of this course is that every Cantonese


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
Chinese word has a specific intonation, which is called a tone, and the tone of a word is a part of it in the same way as a consonant or vowel. A word can not exist in Cantonese Chinese without its specific tone, and its particular tone always occurs with any given word in the same form. You have a choice of intonation for any English word; you have no choice for any Cantonese Chinese word, for a specific tone is an essential part of every Cantonese Chinese word.

When you hear single notes playing in succession on a piano, you recognize that each has its own level, and stays on that level. Such notes could be diagrammed thus: . Each such point is said to be a specific pitch. Any person, in speaking, covers a certain range; that is, he has a certain pitch, or point below which he does not go, and another pitch above which he does not go. So the range of any person's speech, in English or Cantonese Chinese, could be represented by a vertical line, thus:

. Of course all pianos have the same range; and if you play any note on one piano and then play the corresponding note on any other piano, the two notes seem to have approximately the same pitch. But it is very different with people's speech. We say that some people have low-pitched voices, others high-pitched voices. Therefore, if we diagram the speaking range of three people, in English or Cantonese Chinese, we might have this

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result: . Note that the range of each voice, as represented by the length of its vertical line, is about the same; but the three different voices begin and end on very different pitches. Now when you begin your very first conversation with any person, in English or Cantonese Chinese, it is only a matter of a few seconds until you can tell whether the pitch of a particular syllable is, in the range of his own speech, relatively high or low. That fact is important. For the tones of Cantonese Chinese are divided into three groups, each of which occupies a specific area of any speaker's speaking range, thus:

. Of course the top part of that line, for a given speaker, may correspond in pitch to the middle or bottom part of another speaker's range. But, for the reasons given above, that never causes any difficulty; a listener is always able to place any pitch or tone of a speaker at the appropriate level of the speaker's speaking range.

The three parts into which the speaking range are divided in Cantonese Chinese are called the Upper, the Middle, and the Lower. Nine tones are distributed among these three parts, as follows:

The Upper series has four tones:

the Upper Even Tone	(Up Ev)
the Upper Rising Tone	(Up Ri)
the Upper Departing Tone	(Up De)
the Upper Entering Tone	(Up En)

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The Middle series has only one tone:

the Middle Entering Tone (Mi En)

The Lower series has four tones:

the Lower Even Tone (Lo Ev)









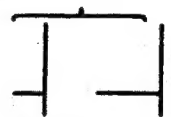
the Lower Rising Tone (Lo Ri)

the Lower Departing Tone (Lo De)

the Lower Entering Tone (Lo En)

To make the tones visible, Dr. Y. R. Chao devised a scale of tone-letters by drawing a time-pitch graph of the voice¹, as follows:

Table 1. Tones

	Even	Rising	Departing	High	Middle
Upper	 53 or 55	 35	 33	 5	 33
Lower	 21	 23	 22	 2 or 22	

These diagrams are constructed as follows: the speaking range is represented by a vertical line; bars are drawn across this line to represent, within any speaker's range, the pitches he uses to make the Cantonese Chinese tones; these bars are numbered from bottom to top, one to five; a line is then drawn from the left toward the vertical line, showing the pitch on which the

¹Y. R. Chao, "A System of 'Tone-letters'", Le Maître Phonétique, 1930 p.24

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syllable starts (at the extreme left) and the pitch on which it ends (where the line touches the vertical line). Since the bars showing pitch are numbered, we can use two numbers to indicate the tone of any syllable; the first number tells where it starts, the second tells where it ends. Thus, if we mark a syllable 35 (three five), that means it starts from the middle pitch and goes up to highest pitch; hence the tone is Upper Rising. If the numbers are 33 (three three), that means the syllable starts from the middle pitch and stays middle without any change of pitch; hence the tone is Upper Departing. And so on with all the tones.

D. Jones and K. T. Woo use a musical notation² as follows:



In the Chinese-Cantonese course at the U. S. Army Language School, the following system of romanization is utilized.

The tonal marks of this system are as follows: The Upper Even and Upper Entering Tones are left unmarked, the Upper Rising is indicated by the acute accent ('), the Upper Departing and Middle Entering by the grave (`), the Lower Even by a dash (-), the Lower Rising by the inverted circumflex (~), and

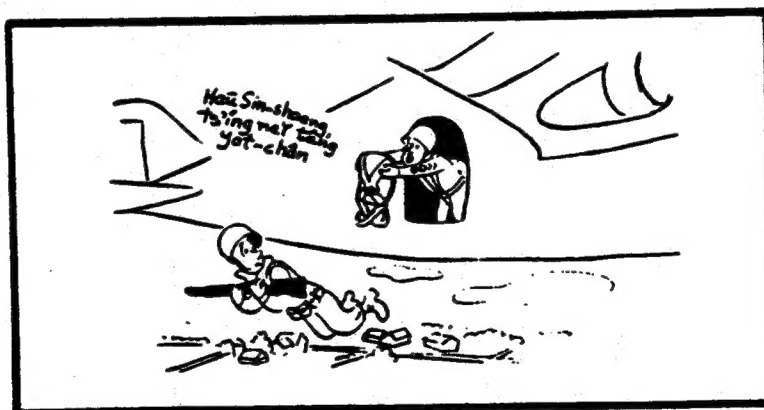
² The musical notation is only an approximation to the average man's voice and not absolute pitch or intervals.

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the Lower Departing and Lower Entering by the circumflex (^), the Entering Tones having been marked in the same way as the others with which they coincide in pitch; they may be distinguished by their endings, p, t, and k.

Table 2. Tonal Marks

	Even	Rising	Departing	Entering (unmarked)
Upper series (unmarked)		ˊ	ˋ	ˋ
Middle series				ˋ
Lower series	-	-	ˆ	ˆ



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FINALS

Besides the tone, a syllable in Cantonese Chinese may have two other elements: namely the final and the initial. A final consists of a vowel with or without a semi-vowel or a consonant as an ending. A final alone may constitute a complete syllable. The vowels may be long or short as enumerated in Table 3. Some of these vowels have more than one value, depending on the endings.

Table 3. Vowels

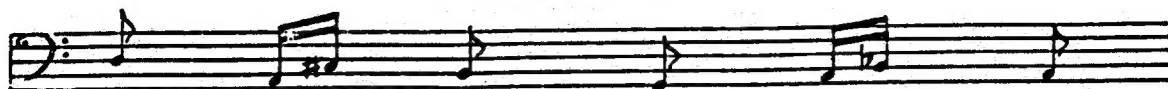
L. ³	S.	L.	S.	L.	L.	S.	L.	S.	S.	S.	L.	L.
<u>a</u>		<u>e</u>		<u>eu</u>	<u>i</u> ⁴ , <u>z</u>		<u>oh</u>		<u>o</u>		<u>oo</u>	<u>ue</u>
<u>aa</u> i	<u>ai</u>		<u>ei</u>				<u>oi</u>			<u>ui</u>	<u>oo</u> i	
<u>aa</u> u	<u>au</u>				<u>iu</u>							
<u>aa</u> m	<u>am</u>				<u>im</u>			<u>om</u>				
<u>aa</u> n	<u>an</u>				<u>in</u>		<u>on</u>			<u>un</u>	<u>oon</u>	<u>uen</u>
<u>aa</u> ng	<u>ang</u>	<u>eng</u>		<u>eung</u>		<u>ing</u>	<u>ong</u>		<u>ung</u>			
<u>aa</u> p	<u>ap</u>				<u>ip</u>			<u>op</u>				
<u>aa</u> t	<u>at</u>				<u>it</u>		<u>ot</u>			<u>ut</u>	<u>oot</u>	<u>uet</u>
<u>aa</u> k	<u>ak</u>	<u>ek</u>		<u>euk</u>		<u>ik</u>	<u>ok</u>		<u>uk</u>			

³L = long; S = short.

⁴i and z are only graphic distinctions with no difference in sound. i is used to combine with initials m, t, n, ch, ch', sh; and z is used to combine with initials ts, ts' and s.

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Fundamental Tones



Up Ev	Up Ri	Up De	Lo Ev	Lo Ri	Lo De
m	ṁ	ṁ	m̄	m̄	m̄
ng	ṅ	ṅ	ṅ̄	ṅ̄	ṅ̄
a	á	à	ā	ǎ	â
e	é	è	ē	ě	ê
eu	eú	eù	eū	eǔ	eû
i	í	ì	ī	ǐ	î
z	ẏ	ẏ	z̄	ẑ	ẑ
oh	óh	òh	ōh	ǒh	ôh
o	ó	ò	ō	ǒ	ô
oo	óó	òò	ōō	ǒǒ	ôô
ue	ué	uè	uē	uě	uê
aai	aaí	aaì	aaī	aaǐ	aaî
ai	aí	aì	aī	aǐ	aî
ei	eí	eì	eī	eǐ	eî
oi	oí	oì	oī	oǐ	oî
ui	uí	uì	uī	uǐ	uî
ooi	ooí	ooì	ooī	ooǐ	ooî
aaü	aaú	aaù	aaū	aaǔ	aaû
au	aú	aù	aū	aǔ	aû
iu	iú	iù	iū	iǔ	iû

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Nine Tones



Up	Ev	Up	Ri	Up	De	Up	En	Mi	En	Lo	Ev	Lo	Ri	Lo	De	Lo	En
aam	aám	aàm	aap	aáp	aām	aãm	aâm	aâp									
am	ám	àm	ap	áp	ām	ãm	âm	âp									
im	ím	ìm	ip	íp	īm	ĩm	îm	îp									
om	óm	òm	op	òp	ōm	õm	ôm	ôp									
aan	aán	aàn	aat	aât	aān	aǎn	aân	aât									
an	án	àn	at	ât	ān	ǎn	ân	ât									
in	ín	ìn	it	ît	īn	ĭn	în	ît									
on	ón	òn	ot	ôt	ōn	õn	ôn	ôt									
un	ún	ùn	ut	ût	ūn	ũn	ûn	ût									
oon	oón	oòn	oot	oôt	oōn	oõn	oôn	oôt									
uen	uén	uèn	uet	uêt	uēn	uĕn	uên	uêt									
aang	aáng	aàng	aak	aæk	aāng	aǎng	aâng	aæk									
ang	áng	àng	ak	æk	āng	ǎng	âng	æk									
eng	éng	èng	ek	èk	ēng	ĕng	êng	èk									
eung	eúng	eùng	euk	eùk	eūng	eũng	eûng	eùk									
ing	íng	ìng	ik	ìk	īng	ĭng	îng	îk									
ong	óng	òng	ok	òk	ōng	õng	ông	òk									
ung	úng	ùng	uk	ùk	ūng	ũng	ûng	ùk									

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A final may have one of these endings: zero; -i, -u; -m, -n, -ng; -p, -t, -k. An ending is strongly or weakly articulated according as the vowel is short or long.

In pronouncing the endings -p, -t, and -k, whether they are begun strongly or weakly, one must never complete them so strongly as to make an audible explosion. The sound is swallowed, as it is popularly described.

Table 4. Endings

a	e	eu	i, z	oh	o	oo	ue
a <u>i</u>	a <u>i</u>	e <u>i</u>		o <u>i</u>		u <u>i</u>	oo <u>i</u>
aa <u>u</u>	au		i <u>u</u>				
aa <u>m</u>	a <u>m</u>		i <u>m</u>		o <u>m</u>		
aa <u>n</u>	a <u>n</u>		i <u>n</u>	o <u>n</u>		u <u>n</u>	oo <u>n</u> u <u>e</u> <u>n</u>
aa <u>ng</u>	a <u>ng</u>	e <u>ng</u>	e <u>ng</u>	i <u>ng</u>	o <u>ng</u>	u <u>ng</u>	
aa <u>p</u> ^s	a <u>p</u>		i <u>p</u>		o <u>p</u>		
aa <u>t</u>	a <u>t</u>		i <u>t</u>	o <u>t</u>		u <u>t</u>	oo <u>t</u> u <u>e</u> <u>t</u>
aa <u>k</u>	a <u>k</u>	e <u>k</u>	e <u>k</u>	i <u>k</u>	o <u>k</u>	u <u>k</u>	

^s Entering Tone endings -p, -t, and -k are respective counterparts of endings -m, -n, and -ng.

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All the finals of Cantonese Chinese are enumerated in Table 6.

Table 5. Finals

a		e		eu	i, z	oh		o		oo		ue
aa	ai			ei		oi				ui	ooi	
aa	au				iu							
aa	am ⁶				im			om				
aa	an				in		on			un	oon	uen
aa	ang	eng		eung		ing	ong		ung			
aa	ap				ip			op				
aa	at				it		ot			ut	oot	uet
aa	ak	ek		euk		ik	ok		uk			



⁶ am and om, ap and op are only graphic distinctions with no difference in sound.

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Table 6. Values of Vowels

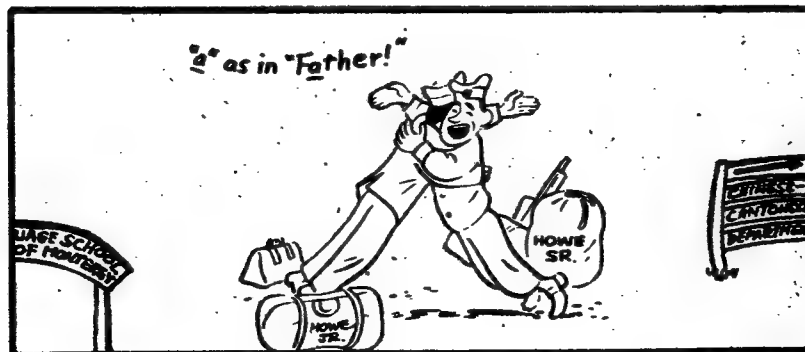
IPA ⁷	Spelling	Position	As in
(a:)	a	When final	f <u>a</u> ther
(a:)	aa-	In all positions	f <u>a</u> ther
(ʌ)	a-	Before -i, -u; -m, -n, -ng; -p, -t, -k	c <u>a</u> t
(ɛ:)	e	When final	se- <u>e</u> -ell
(ɛ:)	e-	Before -ng; -k	se- <u>e</u> -ell
(e)	e-	Before -i	h <u>a</u> y
(oe)	eu	In all positions	no real Eng. approximation
(i:)	i, z	When final	mach <u>i</u> ne
(i:)	i-	Before -u; -m, -n; -p, -t	mach <u>i</u> ne
(e)	i-	Before -ng; -k	h <u>a</u> y
(ʊ:)	oh	In all positions	<u>a</u> we
(ʊ:)	o-	Before -i; -n, -ng; -t, -k	<u>a</u> we
(ʌ)	o-	Before -m; -p	c <u>a</u> t
(o)	o	When final	l <u>o</u> w
(o)	u-	Before -ng; -k	l <u>o</u> w
(ə)	u-	Before -i; -n; -t	no real Eng. approximation
(u:)	oo	In all positions	<u>oo</u> dles
(y:)	ue	In all positions	no real Eng. approximation

⁷IPA = International Phonetic Alphabet

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Table 7. Values of Finals

IPA	Spelling	IPA	Spelling	IPA	Spelling
(a:)	a	(ɛ:ŋ)	eng	(ɔ:n)	on
(a:i)	aai	(ɛ:k)	ek	(ɔ:ŋ)	ong
(a:u)	aa	(ei)	ei	(ɔ:t)	ot
(a:m)	aam			(ɔ:k)	ok
(a:n)	aan	(œ)	eu	(ou)	o
(a:ŋ)	aang	(œ:ŋ)	eung	(oŋ)	ung
(a:p)	aap	(œ:k)	euk	(ok)	uk
(a:t)	aat				
(a:k)	aak	(i:)	i; z	(ey)	ui
		(i:u)	iu	(en)	un
(ai)	ai	(i:m)	im	(et)	ut
(au)	au	(i:n)	in		
(am)	am; om	(i:p)	ip	(u:)	oo
(an)	an	(i:t)	it	(u:i)	ooi
(aŋ)	ang	(eŋ)	ing	(u:n)	oon
(ap)	ap; op	(ek)	ik	(u:t)	oot
(at)	at				
(ak)	ak	(ɔ:)	oh	(y:)	ue
		(ɔ:i)	oi	(y:n)	uen
(ɛ:)	e			(y:t)	uet



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INITIALS

All the initials of Cantonese Chinese are enumerated in Table 8.

Table 8. Initials

	Unaspirated Stops	Aspirated Stops	Nasals	Fricatives	Semi- Vowels
Labials	p	p'	m	f	
Dentals	t	t'	n	l	
Palatals	[ts ^s ch	ts' ch'		s sh	y
Velar	k	k'	ng	h	
Labialized Velar	kw	kw'			w

A special case initial is what we may call the zero initial, where the syllable begins with one of the vowels or semivowels. Almost every speaker of Cantonese Chinese pronounces this group of words with initial ng, except when these words are interjections, particles, and the proper noun prefix à.

The values of the other initials are indicated in Table 9.

^sts and ch, ts' and ch', s and sh are only graphic distinctions with no difference in sound.

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Table 9. Values of Initials

IPA	Spelling	Important features	As in
(p)	p	No aspiration!	<u>s</u> peak
(p')	p'	Aspirated	top <u>h</u> at
(m)	m		<u>m</u> a
(f)	f		<u>f</u> or
(t)	t	No aspiration!	<u>s</u> treak
(t')	t'	Aspirated	pen <u>t</u> house
(n)	n		<u>n</u> o
(l)	l		<u>l</u> ie
(tʃ)	 ts ch	No aspiration!	between <u>ch</u> at and <u>ad</u> ze
(tʃ')	 ts' ch'	Aspirated	between <u>it's</u> <u>h</u> ot and <u>such</u> <u>h</u> eat
(ʃ)	 s sh	No lip action!	between <u>sh</u> e and <u>se</u> ll
(j)	y		<u>y</u> es
(k)	k	No aspiration!	<u>s</u> kate
(k')	k'	Aspirated	block <u>h</u> ead
(ŋ)	ng	Only one consonant!	not as in <u>f</u> inger, but as in <u>s</u> inger
(h)	h		<u>h</u> ow
(kw)	kw	No aspiration!	<u>s</u> quad
(kw')	kw'	Aspirated	ask <u>wh</u> y
(w)	w		<u>w</u> ay

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Initials and Finals in Fundamental Tones

		a	e	eu	<u>i, z</u>	oh	o	oo	ue
p		pa	pe			poh	po		
p'		p'a				p'oh	p'o		
m	m	ma	me		mi	moh	mo		
f		fa				foh		foo	
t		ta	te	teu	ti	toh	to		
t'		t'a		t'eu		t'oh	t'o		
n		na	ne		ni	noh			
l		la	le	leu		loh	lo		
ts			tse		tsz	tsoh	tso		
ch		cha	che		chi	choh			chue
ts'			ts'e		ts'z	ts'oh	ts'o		
ch'		ch'a	ch'e		ch'i	ch'oh			ch'ue
s		sa	se	seu	sz	soh	so		
sh		sha	she		shi	shoh	sho		shue
y		ya	ye						
k		ka	ke			koh	ko	koo	
k'		k'a	k'e					k'oo	
ng	ng	nga	nge			ngoh	ngo		
h		ha	he	heu		hoh	ho		
kw		kwa				kwoh			
kw'		kw'a							
w		wa				woh			

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Initials and Finals in Fundamental Tones

	aai	ai	ei	oi	ui	ooi	aaui	au	iu
p	paa	pai	pei			pooi	paau	pau	piu
p'	p'aa	p'ai	p'ei			p'ooi	p'aaui	p'au	p'iu
m	maa	mai	mei			mooi	maau	mau	miu
f	faa	fai	fei			fooi		fau	
t	taa	tai	tei	toi	tui			tau	tiu
t'	t'aa	t'ai		t'oi	t'ui			t'au	t'iu
n	naa	nai	nei	noi	nui		naau	nau	niu
l	laa	lai	lei	loi	lui			lau	liu
ts		tsai		tsoi	tsui			tsau	tsiu
ch	cha	chai			chui		chaau	chau	chui
ts'		ts'ai		ts'oi	ts'ui			ts'au	ts'iu
ch'	ch'aa				ch'ui		ch'aaui	ch'au	ch'iu
s	saa	sai	sei	soi	sui			sau	siu
sh	sha				shui		shaau	shau	shiu
y	yaa	yai			yui			yau	
k	kaa	kai	kei	koi	kui		kaau	kau	kiu
k'	k'aa	k'ai	k'ei	k'oi	k'ui		k'aaui	k'au	k'iu
ng	nga	ngai		ngoi			ngaau	ngau	
h	haa	hai	hei	hoi	hui		haau	hau	hiu
kw	kwa	kwai				kwooi			
kw'	kw'aa	kw'ai				kw'ooi			
w	wa	wai	wei						

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Initials and Finals in 9 Tones

	aam aap	am ap	im ip	om op	aan aat	an at	in it	on ot	un ut
p				pom	paan	pan	pin		
p'				p'om	p'aan	p'an	p'in		
m					maan	man	min		
f					faan	fan	fin		
t	taam	tam	tim		taan	tan	tin		tun
t'	t'aam	t'am	t'im		t'aan	t'an	t'in		
n	naam	nam	nim		naan	nan	nin		
l	laam	lam	lim		laan	lan	lin		lun
ts	tzaam	tsam	tsim		tsaan	tsan	tsin		tsun
ch	chaam	cham	chim		chaan	chan	chin		chun
ts'	ts'aam	ts'am	ts'im		ts'aan	ts'an	ts'in		ts'un
ch'	ch'aam	ch'am	ch'im		ch'aan	ch'an	ch'in		ch'un
s	saam	sam	sim		saan	san	sin		sun
sh	shaam	sham	shim		shaan	shan	shin		shun
y	yaam	yam				yan			yun
k	kaam	kam	kim	kom	kaan	kan	kin	kon	
k'		k'am	k'im			k'an	k'in		
ng	ngaam	ngam			ngaan	ngan		ngon	
h	haam	ham	him	hom	haan	han	hin	hon	
kw					kwaan	kwan			
kw'					kw'aan	kw'an			
w					waan	wan	win		

PRONUNCIATION AND ROMANIZATION

Initials and Finals in 9 Tones

	oon oot	uen uet	aang aak	ang ak	eng ek	eung euk	ing ik	ong ok	ung uk
p	poon		paang	pang	peng		ping	pong	pung
p'	p'oon		p'aang	p'ang	p'eng		p'ing	p'ong	p'ung
m	moon		maang	mang	meng		ming	mong	mung
f	foon						fing	fong	fung
t		tuen		tang	teng	teung	ting	tong	tung
t'		t'uen		t'ang	t'eng		t'ing	t'ong	t'ung
n		nuen		nang		neung	ning	nong	nung
l		luen	laang	lang	leng	leung	ling	long	lung
[ts		tsuen		tsang	tseng	tseung	tsing	tsong	tsung
[ch		chuen	chaang	chang	cheng	cheung	ching	chong	chung
[ts'		ts'uen		ts'ang	ts'eng	tse'ung	ts'ing	ts'ong	ts'ung
[ch'		ch'uen	ch'aang	ch'ang	ch'eng	che'ung	ch'ing	ch'ong	ch'ung
[s		suen		sang	seng	seung	sing	song	sung
[sh		shuen	shaang	shang	sheng	sheung	shing	shong	shung
y			yaang			yeung	ying		yung
k	koon	kuen	kaang	kang	keng	keung	king	kong	kung
k'	k'oon	k'uen	k'aang	k'ang	k'eng	k'eung	k'ing	k'ong	k'ung
ng			ngaang	ngang				ngong	
h		huen	haang	hang	heng	heung	hing	hong	hung
kw			kwaang	kwang			kwing	kwong	
kw'			kw'aang					kw'ong	
w			waang				wing	wong	

PRONUNCIATION AND ROMANIZATION

PÌN-YAM

There are two pìn-yam or "changed tones" in Cantonese Chinese. One is the Upper Even Pìn-Yam with a tonal value almost identical to the Upper Even Tone. The other is the Upper Rising Pìn-Yam with a tonal value almost identical to the Upper Rising Tone.

The majority of Upper Even Pìn-Yam are derived from words having the Upper Even Tone and the Upper Entering Tone. Since the tonal value of the Upper Even Pin-Yam and the Upper Even Tone and the Upper Entering Tone are almost identical, a syllable with Upper Even Pin-Yam is also unmarked.

The majority of Upper Rising Pìn-Yam are derived from words having the Middle Entering Tone, the Lower Even Tone, the Lower Rising Tone, the Lower Departing Tone, and the Lower Entering Tone. Every syllable with Upper Rising Pìn-Yam is written with the tone of the underlying word and the sign * added to indicate the Upper Rising Pìn-Yam.

There is no pìn-yam derived from words having the Upper Rising Tone, probably because of the great similarity between this tone and the Upper Rising Pìn-Yam.

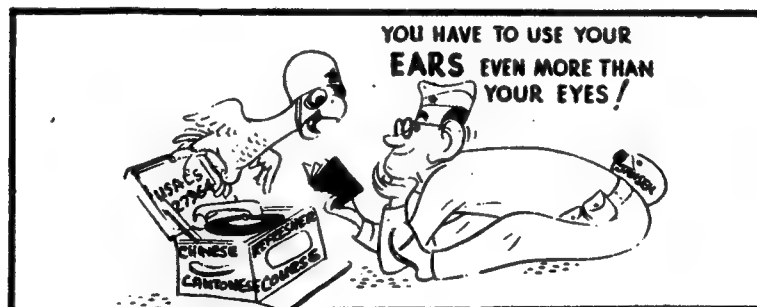
A pìn-yam derived from the Upper Departing Tone is rather rare.

PRONUNCIATION AND ROMANIZATION

PÌN-SHING

There are two pìn-shing or "change sounds" in Cantonese Chinese. One is the Vowel aa- Pìn-Shing and the other is Vowel e- Pìn-Shing. The majority of Vowel aa- Pìn-Shing are derived from words having the vowel a- with -ng, -k as endings. The Vowel e- Pìn-Shing are derived from words having the vowel i- with -ng, and -k as endings.

These pìn-shing are traditionally known as the literary and colloquial readings of a Chinese character with or without change in meaning. Every syllable with pìn-shing is written with the vowel that should be pronounced.



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WORDS AND PARTS OF SPEECH

There are two kinds of subunits in Chinese speech. The commonest small change of everyday speech is the monosyllable or ts². Examples are yān 'man,' yaū 'have,' mooī- 'each,' kam- 'this, the present.' It is the kind of thing which a child learns to say, which a teacher teaches children to read and write in school, which a telegraph office counts and charges you for, the kind of thing you make slips of the tongue on, and for the right or wrong use of which you are praised or criticized. In short, a ts² plays the same social part in Chinese life as a 'word' plays in English.

But if we analyze the structure of Chinese sentences, we shall find that the syntactical subunits which can be spoken independently or combined with a high degree of freedom are not always monosyllables, but often combinations of two or more syllables. Such syntactical units, whether of one or more syllables, are more like the words in other languages. There is, however, no common Chinese name for them. Chinese grammarians call them ts'2, which is a learned term and not an everyday word. Examples of ts'2 are yān 'man,' yaū 'have,' mooī-kòh 'each, each one,' kam-yāt 'today,' chi-tò 'know,' yat-t'ing 'sure.' On the whole, polysyllabic units of this kind are not quite such close-knit words as 'particular,' 'random,' 'patter,' but more like words of the 'cranberry,' 'teacher,' or 'wind-mill' type.

Y. R. Chao, Cantonese Primer, The Harvard University Press, 1947, pp 37-45

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In the present course we shall follow the common usage among Western writers on Chinese subjects and among Chinese who speak English by calling every monosyllabic unit or tsê a 'word.' For the unit ts'2, which is more like a word in the linguistic sense, we shall use the term 'syntactical word.'

A word is said to be 'free' when it is also a syntactical word, as hó 'good,' yě 'thing.' A word is said to be 'bound' if it must combine with another word to form a syntactical word, as kam- 'this,' -yât 'day,' from which the syntactical word kam-yât 'today' can be formed.

In general, a syntactical word corresponds in translation to a word in English, and is written as "one word" in our romanized text. But this is only a rough correspondence, as the same Chinese form may have different English translations and vice versa. For example, hó-t'ai may be variously translated as 'good to look at' or 'good-looking' or 'beautiful,' depending upon the actual sentence in which hó-t'ai is used.

It has often been said that Chinese has no parts of speech, but only functional position in the sentence, and stock examples from the literary style such as kwan kwan 'the king is a king,' shān shān 'the minister acts as a minister,' foô foô 'the father is fatherly,' tsz' tsz' 'the son is filial' are familiar features of the grammatical sections of writings on Chinese. While there is a greater range of functional position for units in the Chinese

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language than in most Indo-European languages, if not more than in English, there is still the element of selection which limits the functional range of units. Thus, tsaú 'wine' is never followed by kán, suffix for progressive action; '-ing'; kàng 'still more' is never followed by a noun, nor is fàn-cheûk 'fall asleep' ever followed by a noun. On the other hand, tá 'to beat' is usually followed by a substantive. In other words, we can mark in a dictionary that normally tsaú is a noun, kàng is an adverb, fàn-cheûk is an intransitive verb, tá is a transitive verb, etc., etc. For, as a rule, every form does have a limited range of functions, which have to be learned in connection with it.



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SYNTACTICAL CONSTRUCTIONS AND WORD ORDER

The main types of syntactical constructions are coordinate constructions, qualifier-qualified constructions, verb-object constructions, auxiliary-verb-and-verb constructions, verb-complement constructions, and subject-predicate constructions. The order in which the elements in these constructions are mentioned is the order in which they occur. They represent the main features of word order in Chinese. Examples of each kind of construction are as follows:

Coordinate constructions:

neī ngōh k'ui 'you, I, and he'

leūng-kòh t'ūng leūng-kòh 'two and two'

saam sei-kòh 'three or four'

tak-m-tak 'All right (or) not all right, --is it all right?'

Qualifier-qualified constructions:

hó yān 'a good man'

ch'ut k'ei kè sê 'strange event'

tūk shue kè yān 'read book sort of man, --a man who reads'

t'oi* kè sheūng-pīn 'table topside, --on the table'

m-peī 'not to give'

yat-tīng lai 'certainly come'

kám kóng 'talk this way'

hai Shaang-shēng chuê 'live in Canton'

Neī m-háng tsoū m-shai tsô lâ 'If you don't want to, you needn't do it.'

maân-maân* haāng 'walk slowly'

Verb-object constructions:

tá cheùng 'fight a war'

chap-shâp fông kaan 'tidy up the room'

M-chi hai tim 'I don't know how it is.'

Auxiliary-verb-and-verb constructions:

iù lai 'will come'

ooi kóng 'can talk'

m-hôh-i shik in 'may not smoke (not permitted to smoke)'

Verb-complement constructions:

sé hó 'write well'

chuê hai Shaáng-shêng 'live in Canton'

tít lôk-lai 'fall down'

kaú tak m-hó yung lòn 'so old as to be unusable'

haäng tak maân 'walk slowly'

Subject-predicate constructions:

Ngõh chi-tò 'I know.'

Ni-kòh hó 'This one is good.'

The following points should be noted in connection with the various types of constructions. In coordinate constructions there is often no conjunction between the terms. In qualifier-qualified constructions, the most important rule to remember is that the qualifier precedes the qualified. In verb-complement constructions, although the complement is often translated by an adverb in English, in Chinese a word or phrase is in the comple-

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ment position only if it represents the result or an important feature of the event or action denoted by the verb. If, however, the word or phrase indicates the accompanying circumstance or manner of the event or action, including time and locality, it is placed in the adverbial position. In predication, the most important thing to note is that words denoting qualities can be full verbal predicates and therefore do not require a verb 'to be,' as English adjectives do.



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NEGATION AND INTERROGATION

Simple negation is expressed by using m̄ 'not' before the word negated, as háng huì 'willing to go,' m̄-háng huì 'not willing to go,' háng m̄ huì 'willing not to go,' m̄-háng m̄ huì 'unwilling not to go.' The negative of yaũ 'have' takes the fused form mō < m̄ + yaũ. The literary forms pat 'not' and mō 'have not' are occasionally used in compounds.

The negative of an imperative verb is maĩ 'don't...!' or m̄-hó 'better not, don't...!'

The negative of a verb ending in the suffix -chòh or -kwòh, expressing completion or past time, takes the form of meĩ or mō before the verb, as laĩ-chòh, laĩ-kwòh 'have come, did come,' meĩ laĩ, mō laĩ 'have not come, did not come.' The suffix -kwòh can also be retained when meĩ or mō is used, but -chòh always drops out in the negative.

Before a compound, a phrase, or a whole sentence m̄-haĩ 'is not, it is not that...' is used instead of the simple m̄, as ngõh m̄-haĩ m̄-háng 'not that I am unwilling.'

Questions in Chinese can be divided into four types: (a) questions with interrogative words, (b) disjunctive questions, (c) A-not-A questions, (d) yes-or-no questions.

(a) Questions with interrogative words are the easiest to ask and answer. The rule is: Ask as you would be answered, as Neĩ haĩ pín-kòh? 'You are who, -- who are you?' For the answer in Chinese is not in the order 'Lee am I,' but, as in English,

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'I am Lee.' Neĩ iù t'ai lai-paaĩ keĩ kè pò-chĩ? 'You want to read what-day-of-the-week's newspaper?' Ngõh iù t'ai lai-paaĩ-ĩ kè 'I want to read Tuesday's.' (This question, which is a perfectly normal one in Chinese, cannot even be asked unambiguously in English.)

(b) Disjunctive questions, or questions requesting a choice of alternatives, are asked by using tĩng, tĩng-haĩ, or pĩng between the terms. The form pĩng is used rather infrequently, and then only between monosyllables. For example, ch'engng pĩng tuen à? 'long or short?' Note that the English form 'Will you eat rice or noodles?' is really ambiguous if the intonation is not known. If the intonation rises on 'rice' and falls on 'noodles,' it is a disjunctive question and the translation will be: Neĩ shĩk faan tĩng-haĩ shĩk mĩn à? to which the answer may be Faan or Mĩn. With a generally rising intonation, it is a yes-or-no question and the Chinese will be: Neĩ shĩk-m-shĩk faan waak mĩn à? to which the expected answer will be Shĩk 'Yes, I will eat (either of the two)' or M-shĩk 'No, (I prefer bread).' In the first case, 'or' is translated by tĩng or tĩng-haĩ; in the second case, by waak or waak-ché.

(c) An A-not-A question is a disjunctive question in which the choice is between something and its negative. In such a case, the word tĩng or tĩng-haĩ is omitted. The English equivalent of such a question is the common yes-or-no question. Neĩ

shîk-m-shîk in â? 'You smoke (or) don't smoke, --do you smoke?'
Neī yaũ-mǒ huī-kwòh Shaáng-shēng? 'You have (or) have not been
 to Canton,--have you ever been to Canton?' Since these are dis-
 junctive questions, they cannot be answered by words expressing
 agreement or disagreement, like haī or m-haī, but must have the
 terms in the disjunctive repeated, as Ngǒh shîk 'I do (smoke)'
 or M-shîk 'I don't'; Huī-kwòh 'I have been there' or Mǒ 'I have
 not.' Of course if haī happens to be the main verb in the ori-
 ginal question, then the answer will be Haī or M-haī on a par
 with Shîk or M-shîk.

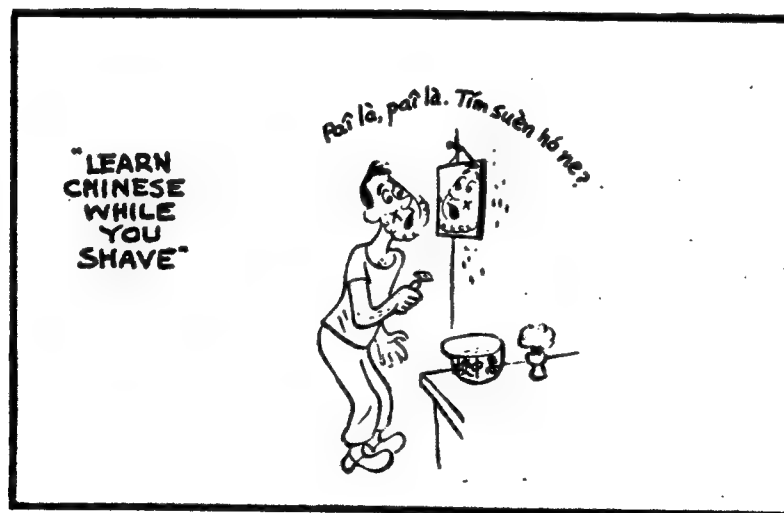
Note that when the verb is yaũ (whether as main verb or as
 auxiliary verb), then the A-not-A form in the question becomes
yaũ-mǒ, since mǒ < m + yaũ.

(d) True yes-or-no questions are less frequent than in
 English, since most yes-or-no questions are put in the disjunc-
 tive A-not-A form, as described above. Yes-or-no questions are
 in the form of posed statements with the addition of one of the
 final particles mà, me, a, and ā, or of a miniature disjunctive
 question haī-m-haī 'isn't that so?' 'n'est-ce pas?' For assent
 to such questions one can use Haī, Haī là 'Yes, right,' Ē 'Uh-
 huh!' or a syllabic nasal M 'M-hm!' and for dissent M-haī 'No,
 not so.'

Note that while yes-or-no questions in English call for
 affirmation or negation, questions under type (d) call for

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agreement or disagreement, which is not the same thing unless the question is in the positive form. If the question is in the negative, then the answer in Chinese will seem to be the opposite to that of the English. For example, if the question is: Neĩ m-chung-i yám tsaú me? 'You don't like to drink wine?' and if the answer is one of dissent, it will be: M-haĩ, ngõh chung 'Not so, I do,--- yes, I do.' On the other hand, if the question is: Neĩ-teĩ mǒ tsiu me? 'Have you no bananas?' and if the answer is one of agreement (and therefore negative), it will be: Haĩ, ngõh-teĩ mǒ tsiu 'Yes, we have no bananas.'



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TRANSLATION OF ENGLISH GRAMMATICAL CATEGORIES

While Chinese grammar proper should deal only with the grammatical features which are actually found in the Chinese itself, an English-speaking student of Chinese cannot help being concerned about how English grammatical categories will be translated into Chinese. This is a perfectly healthy state of mind, provided that the student remembers the general fact that every grammatical feature of one language does not necessarily correspond to some similar grammatical feature of another language. Anything can be translated fairly accurately, to be sure, but not necessarily by the same means of expression. Thus, the English phrase 'No, thank you!' can be more idiomatically translated by a smile and a polite gesture than by the recent translation borrowing: Toh-tsê, m-oi lôh 'Many thanks, I don't want any more.' Keeping in mind the fact that grammatical features will not always correspond, we shall now try to see how, in general, various categories of English grammar can be translated into Chinese.

No articles are generally required before Chinese nouns. Nor have Chinese nouns any distinction of number. Nouns taken in the generic sense also take the simple form. We do not say, the lion is a noble animal, or a fool and his money are soon parted, or potatoes are scarce, but simply say, Man is a rational animal. In first mentioning a particular individual, as in telling a story, yat-kôh 'one individual,' or yat plus some other

auxiliary noun ('AN'), will play the part of the indefinite article, as Yau yat-chèk oō-leī* 'There is (or was) a fox.' When reference is made to something already mentioned, an auxiliary noun without any prefixed demonstrative can be used, as, in continuing the story: Chèk oō-leī* wā 'The fox said.' For a plurality of things or a mass of something, the AN ti is also used in this way like 'the.'²

An important feature of Chinese construction to observe is that a subject is more likely to refer to something definite, while an indefinite reference tends to be placed in the object position.³ For example, Shue hái pin shuè? 'Where are the books?' but, Pin shuè yau shue? 'Where are there some books?' (lit. 'What place has books?'). If an object has a definite reference, the fact is indicated by a demonstrative or some other suitable qualifier, as Ngõh t'ai-kwòh ni pō shue lòn 'I have read this book.' The tseung-construction is often used for an object with a definite reference, as Ngõh tseung ni pō shue t'ai-kwòh lòn, but you may also say simply Shuè ngõh t'ai-kwòh lòn.

Personal pronouns in Chinese have no case or gender. The possessive is formed by adding the subordinative particle kè, and the plural by adding -tei. An important thing to note is

² This use of the AN as 'the' is one of the few features of Cantonese grammar which does not apply to other Chinese dialects.

³ Mullie, The Structural Principles of the Chinese Language, English translation by A.C. Versichel, Peiping, 1932, vol. 1, p. 160 ff.

the limited use of k'uī 'he, she, it, him, her' and k'uī-teī 'they, them.' K'uī-teī is never used with inanimate things. K'uī is so used only as an object and applies indifferently to one or more things. For example, Ni ti p'ing-kwóh m-shūk, m-hó shík k'uī 'These apples are not ripe, better not eat it' ('them' in normal English). In subject positions, k'uī and k'uī-teī are never used for inanimate things except when personified. Either a demonstrative like ni kòh 'this' is used, or the subject is repeated, or the sentence may begin without a subject, if the context is clear enough.

English prepositions may be translated in four different ways. (1) A verb 'to be' followed by a preposition can be translated by the transitive verb hai, as K'uī hai uk-k'eí 'He is at home.' If the preposition expresses a more specific locality than 'at,' a localizer or postposition is added to the object in Chinese. Thus, Shuēn hai hoí-sheūng 'The ship is on the sea, (lit. 'The ship is at sea-top'), where hai translates 'is on' so far as 'being there' is concerned, but it takes a localizer sheūng 'upper part' to give the 'on' part as distinguished from 'in,' 'under,' etc. (2) When a prepositional phrase qualifies a noun in English, it must precede the noun in Chinese, usually with the qualifying particle kê, as hai hoí-sheūng kê shuēn 'being on sea-top kind of ship, --the ship on the sea.' Hai can usually be omitted, as shue liū-pín kê tsz 'book-inside's words,

-- the words in the book.* (3) If a prepositional phrase follows a verb in English and expresses a modifying circumstance, the Chinese translation takes a verb-object construction preceding the verb, as K'ui hai Mei-Kwòk tûk shue 'He being in America studies, -- he studies(-d) in America.* (4) When an English prepositional phrase following a verb expresses a result or an important point in the predication, it is translated by a complement, that is, a form after the verb. For example, tâm k'ui hai shui lui-pîn 'throw it at water-inside, -- throw it into the water,' whereas in hai shui lui-pîn tâm k'ui 'throw it (while the thrower is) in the water,' hai shui lui-pîn is a Chinese adverbial phrase. In a similar way, if any other type of adverb or adverbial phrase expresses the main point of predication, it is also translated by a complement. Thus, in 'This man eats slowly,' the point is not that he eats, since he eats in any case, but that the speed of his eating is slow. In Chinese, the logical predicate, prefixed by tak 'so that' is put into the form of a complement: Ni kòh yân shîk tak maân. Similarly, K'ui ch'eung tak hó 'He sings well.'

Comparatives are expressed by -ti 'a little, ... -er,' chûng 'still' or kàng 'still more,' as K'ui kam-yât hó-ti mà? 'Is he better today?' 'Than' is translated by kwòh 'pass,' as Ni kòh hó-kwòh kòh kòh 'This is better than that.' A second form of translating 'than' is pei or pei-kaaù 'compare,' as

Ngõh peí-kaaú neí ko-ti 'I am taller than you.' Note that when kwõh is used, there is no -ti and the word order is like that of English, while with peí or peí-kaaú, -ti can be (optionally) used and the peí (or peí-kaaú) phrase is treated like a Chinese adverbial phrase and placed before the word qualified.

The superlative is expressed by chí or tsuí 'most.' Intensives are expressed by the adverbs hó 'very,' keí 'quite, rather,' kík 'extremely,' or the complements -kík là, tak tsaí, tak kaau-kwaan, tak kán-iú 'to an extreme degree, awfully, terribly.' Inferior degrees are expressed by mõ...kòm 'not so ...as' and tsoi m... 'most un-...' Ngõh mõ k'uí kòm taaí 'I am not so big as he.' Equality of degree is expressed as follows: Ngõh t'ung neí yat-yeung shat-mông 'I with you same disappointed, -- I am as disappointed as you.' K'uí yaú k'uí kòm ko 'He has him that tall, --he is as tall as he.'

The English verb 'to be' is to be translated as haí chiefly before substantives, as Ngõh haí yán 'I am a man.' Haí is not normally used before words translated from English adjectives, as K'uí kung 'He is poor.' One should not be misled by forms like K'uí haí k'ung 'He is poor,' where haí is an emphatic adverb. Another apparent exception is haí followed by a phrase ending in kè, as in kón ti fa haí húng kì 'Those flowers are red.' Here húng kì stands for húng kì yě, or húng kì fa 'red things' or 'red flowers' or red ones,' which, being substantive

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phrases, can be preceded by hai.

There is no distinction of voice in Chinese verbs, the direction of action depending upon the context. Ngõh chûng meî sai mîn 'I have not yet washed my face.' Mîn chûng meî sai 'My face has not yet been washed.' An agent expression similar to the 'by' -form in English consists of the verb pei 'give' or the more literary pei 'receive, cover,' followed by the word for the agent. For example, Cheùk oón pei k'ui tá-laân chòh lòn 'The bowl give him broke, --- the bowl has been broken by him.' A more frequent way of translating an agent expression is to make it into a substantive-predicate construction. Thus, I-fûk hai ngõh maaí kè 'The clothes are I-bought ones, ---the clothes were bought by me.' Chèk oón hai k'ui tá-laân kè 'The bowl is he-broke one, --- the bowl was broken by him.'

Chinese verbs have no tense. Thus, the same form hai is used both in Ngõh hai Meî-kwòk yân 'I am an American,' and in Húng Tsú hai Lõ-Kwòk yân 'Confucius was a man from the State of Lu.' In Kam-yât kwòh nín 'Today (we) celebrate the New Year,' the same verb will also do for k'ám-yât 'yesterday' or t'ing-yât 'tomorrow.' When it is desired to state explicitly that a thing has already happened or did happen on a previous occasion, the verb takes the suffix chòh or kwòh. That these are not Chinese tense forms can be seen from the fact that they are not constant features of verbs determined automatically by the time of the event, but may

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or may not be used according to whether the speaker wishes to bring out explicitly the time element.

When the object expresses a specified quantity or number (including 'one') and the verb refers to a past action, the verb takes the suffix chóh fân-chóh yat kaaù 'slept a nap,' t'ai-kín-chóh shâp-kòh yân 'saw ten people.' Past time is often implied by the use of kê in the predicate. Thus, K'ui kam-yât lai may mean 'He will come today,' or 'He came today,' but K'ui kam-yât lai kê or K'ui hai kam-yât lai kê 'He is today-comer, --- he came today,' where the use of kê implies that the coming has already been classified and is therefore presumably a past event.

Progressive action or event is expressed by the adverbs hai shuè or hai tô 'right there,' chìng or chìng-wâ 'just,' or the suffix --kân '-ing,' or any combination of them, as K'ui chìng (or chìng-wâ) hai tô (or hai-shuè) t'ai-kân pò-chí 'He right there just reading newspaper, --- he is reading a newspaper.'

Chinese is like English in having no future form of the verb. The idea of future events is expressed by auxiliary verbs like iù 'will,' ooí 'will likely,' or by adverbs like tsaû 'then, soon,' tsaû-lai 'right away.'

Subordinate clauses are mostly translatable by the use of kê, which indicates that the preceding words qualify those following: Lai shík faân kê yân 'come eat meal sort of man, --- the man who comes to dinner.' When a relative pronoun is the

object of a verb, it can be translated by shòh, as Ni kòh haí yān-yān shòh chi-tò kè tō-leĩ 'This is a principle which everybody knows.'

'When' can be translated as kè shī-haũ, as k'ui fàn-cheũk kè shī-haũ chũng kóng shuèt-wā 'He fall asleep's time still talks, --- he still talks when he is asleep.' In referring to an actual instance, Kòh-chān-shī (often abbreviated to Kòh-ān-shī) is often preferred to kè shī-haũ as K'ui tò tēng* kòh-ān-shī chèk shuēn hoĩ-chòh lōh 'When he arrived, the ship had sailed.' The difference between kè shī-haũ and kòh-ān-shī is like that between wenn and als in German, but the distinction is not so strict. 'Where' is expressed by kè teĩ-fong 'place of,' or kòh shuē or kòh tō 'that place,' as Ngõh-teĩ haí tsô kung kè teĩ-fong shīk faān 'We eat where we work.' Ngõh-teĩ sheũng t'ōng kòh shuē hó tũng 'It's very cold where we have our classes.'

A conditional or concessive clause precedes the main clause to which it is subordinated, as Uē-kwòh lōk uē, ngõh tsaũ m-huĩ 'If it rains, I (then) won't go.' While 'then' is usually omitted in English, it is the 'if' -word that is usually omitted in Chinese, thus, Lōk uē ngõh tsaũ m-huĩ 'It rains I then don't go, ---if it rains, I won't go.' A conditional or concessive clause never follows the main clause except as an afterthought after a dash. A premeditated dependent clause placed after the main clause (found in some contemporary writing) is definitely a

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Europeanism and is appreciated as such.

'Because' or 'since' is mostly translated by yan-wai, and 'so' or 'therefore' by Shóh-í or koo-ts'í, as K'uí yan-wai sheung-chóh fung, shóh-í mǒ lai 'He because had a cold, so did not come, --- as he had a cold, he didn't come.' A clause with yan-wai can be placed last if kè uēn-koò 'the reason of' is added at the end. Yǎu ti Meí-kwòk yān m-ooí kóng chung-kwòk-wâ*, (hai) yan-wai k'uí-teí ts'ung-loi meí hó-hó-teí* hòk kè uēn-koò 'Some Americans cannot speak Chinese, (that's) because they have never studied it properly.'



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PICTOGRAPHS AND IDEOGRAPHS

Ancient Chinese writing is usually described as being pictorial or ideographic. Thus, a circle with a dot inside it is the character for 'sun' and three horizontal strokes represent the number 'three.' In Chinese tradition, six categories of characters called lŭk shue² (六書) are recognized. (1) Tseŭng-yīng (象形) (pictographs) are the easiest to understand. (2) chī-sŕ (指事) 'simple ideographs' are characters consisting of simple diagrammatic indications of ideas, as 上 for 'up' and 下 for 'down' or 一, 二, 三 for the numbers 'one, two, three.' (3) Ooi-i (會意) 'compound ideographs' are characters whose meaning is the combination of the meanings of their parts. Stock examples of these are 止 'stop' + 戈 'arms' = 武 'military'; 亻 'man' + 言 'word' = 信 'honest'; 日 'sun' + 月 'moon' = 明 'bright.' Characters under the preceding three categories form only a small minority of all characters. They are comparatively independent of the words in the language they represent. For example, three strokes would form as good a sign for the English word 'three' as for the Chinese word saam. Conceivably the Chinese system of writing could have developed along its own line into a complete system of symbols, independently of the Chinese language. Actually, however, from very ancient times, the written characters have become so intimately associated with the words

¹ Y. H. Chao, Cantonese Primer, The Harvard University Press, 1947, p 46-57.

² First used systematically by Hsü Shên (d. circa 120 A. D.) in his 9353-word dictionary Shuo-wén.

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of the language that they have lost their functions as pictographs or ideographs in their own right and become conventionalized visual representations of spoken words, or 'logographs.' They are no longer direct symbols of ideas, but only symbols of ideas in so far as the spoken words they represent are symbols of ideas.³ One should not, therefore, be misled by the popular conception that an analysis of the formation of characters will lead to a correct understanding of the Chinese words written with them. To be sure, characters often contain stories and histories which are helpful to the memory, but the actual meaning of each word has to be learned as such. Thus, the mō 'military' is written with the character 武, made up of 止 'stop' and 戈 'weapons, arms,' i.e. '(the power to) stop armed force.' Likewise, the word sùn, written 信, in the literary idiom means 'honest.' The traditional analysis of the character is 'a man's word,' but it requires a further act of memory to know that it is the proverbial "Chinaman's word" that is meant.

³ This point was brought out clearly by Peter S. Du Ponceau in his book A Dissertation on the Nature and Character of the Chinese System of Writing, Philadelphia, 1838, esp. pp. xi and xxi. William F. Edgerton, in his note on Ideograms in English Writing, Language, 17.2 148-50 (1941), cited some interesting cases, such as the symbol 2 standing for an idea represented by various words or parts of words like two, sec- (in 2nd), etc. Though similar cases exist in Chinese writing, they are not much more frequent than in English. For practically all Chinese characters have long since become logographs. Thus, both 二 and 兩 seem to represent the idea of 'two,' but one represents the word 二 (or, strictly, the class of words in all dialects cognate with Cantonese 二) and the other the word 兩 (and its cognates). These words and the characters representing them are not interchangeable, and their occurrence is governed by purely grammatical, and not by mathematical, conditions.

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LOAN CHARACTERS, PHONETIC COMPOUNDS, AND DERIVATIVES

The vast majority of characters belong to three other categories, which have to do with phases of the development of characters functioning as logographs. In devising characters for words, obviously the meaning of many words could not be pictured. A common practice was to borrow a character whose word had the same sound as the word for which a character was sought. Thus, in Archaic Chinese, there was a word *lg* for a kind of wheat, which was written with a picture of the plant. Now there was a homonymous word *lg* 'come.' Rather than invent another character for this word with a meaning that was hard to picture or indicate diagrammatically, the ancient writers simply borrowed the character for the plant and wrote the word for 'come' with it. Characters of this type are known as (4) kâ-tse (假借) 'loan characters' or 'borrowed characters.'

In the example cited, the original word happens to have become obsolete long ago. In some cases, both the original word and the word for which the character was borrowed exist side by side, as in 然 'to burn,' the character also used for the word in 'thus, so.' To differentiate the two, an extra part 火 'fire' was added to the character (which, as an ideographic compound, already contains a part meaning 'fire' in the form of four dots at the bottom), thus making an 'enlarged character' 𤇗 for in 'to burn,' allowing the original character to be used only for the word in 'thus, so.' Characters so enlarged belong to a

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group called (5) yīng-shing (形聲) or haai-shing (諧聲) 'phonetic compounds.' The original character 然 in is called the 'phonetic' and the added part is called the 'signific,' which in the majority of cases is also the radical. Similarly, mōng 'a net,' 罔, is now written 網, enlarged by 糸, a signific associated with threads or strings, while the original character 罔 is borrowed exclusively to write the homonymous word mōng 'have not.'

Besides the enlargement of a loan character, there is a second source of phonetic compounds. Words in every language acquire extended meanings. Thus, the word mān 'line, streak' is written with the ideograph 文. By extension (not by loan), the same word also has the figurative meanings of 'writing, literature, culture.' To distinguish in writing between the literal and the figurative meanings of the same word mān, a signific 糸 is added to form the character 紋, to be used in the literal meaning, leaving the original character 文 for the figurative meanings only. Sometimes it is the other way around: the derived meaning has the enlarged character. Thus, the word fong means 'square' in the general sense and 'a square' as a place in a city. To differentiate between the two, the word is written 方 for 'square' in general and 坊, with an additional graph 土 which has to do with places, for 'square, market place.' It is as if one were to write Harvard Squerre, with a suggestion of terre in the second word.

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Thirdly, there is the group of pure phonetic compounds in which the signific is added to a phonetic which was never a loan or a semantic extension in the first place, but was expressly used for its sound to combine with the signific, as t'ōng 'sugar' written 糖, consisting of 米 the signific relating to cereal foods and the phonetic 唐 t'ōng; or uê 'elm,' written 榆, consisting of 木 the signific for 'tree' and the phonetic 俞 uê. Pure phonetic compounds are of relatively recent origin. Many characters of the preceding categories seem to be pure phonetic compounds because most people are not aware that the unenlarged character or 'phonetic' was used as a loan character or used in a related meaning in old texts for centuries before the enlarged form came into use.

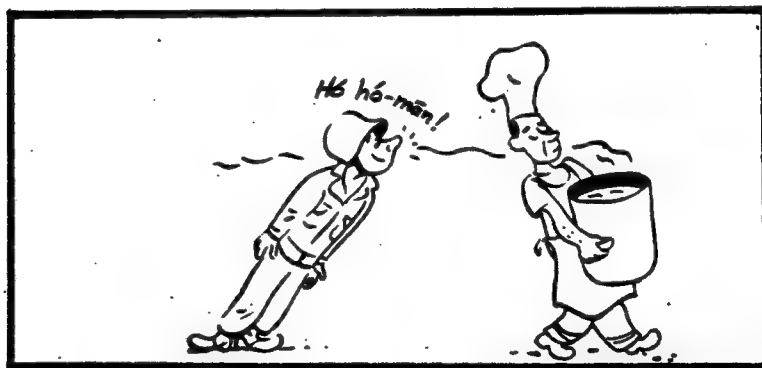
Phonetic compounds form by far the majority of all characters. When they were formed, whether through loan from unrelated homonymous words or by extension of meaning of the same word, the sound of the original character and that of the compounded character were identical or very similar. However, differences in sound between a compound and its phonetic, usually caused by interdialectal borrowing⁴ of words, developed and increased, and it is now no longer practical to infer the present sound of a compound character from the present sound of its phonetic or the other way around. But after the sounds of

⁴ In the linguistic sense.

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both the compound and its phonetic are learned, it will be of help to note the phonetic similarity.

Finally, the traditional classification of characters recognizes a category called (6) Chuén-chuē (轉注) which we can translate as 'derivative characters.' Scholars differ widely as to what this class should include. Some regard it as the derivation of characters by graphic inversion. Others regard it as a change in the word itself when a modification of the sound is associated with a modification of meaning and a modification in the graph, as 亨 hang 'propitious': 享 héung 'enjoy.' The membership of this class is both small and uncertain.



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RADICALS

For purposes of reference, Chinese characters have been arranged according to their component parts. Various systems have been used through the ages. The system most widely used by the Chinese and by Western scholars of Chinese is that of the 214 radicals.⁵ In most cases, a radical is the signific or the character minus its phonetic, since the majority of characters are phonetic compounds. Thus, in the character 坊, 土 is the radical and 方 is the phonetic. In the relatively small number of cases where the character is not phonetically formed, the analysis of the radical and the residual part is a matter of arbitrary convention, which is often at variance with the actual history of the character. Because of this, we should never make any scientific conclusion on the basis of the present scheme of radicals.

The chief use of the radicals is for looking up unknown characters in a dictionary. Many foreign students of Chinese learn the numbers of the 214 radicals by heart. They can tell you that 75 is 木, 149 is 馬, 187 is 馬, etc., a feat which never fails to impress the Chinese. No Chinese can even tell what the number of the radical 人 is, just as few English-speaking people can say offhand what the 17th letter of the alphabet

⁵ Various called 'classifiers, significs, determinatives, and keys.' We are simply following the usage of the majority. There is no danger in the use of the term 'radical,' of any etymological connotation, since we are not using the term in any linguistic sense. In the present form, the list of 214 radicals was first used by Mei Ting-tso in his dictionary Tzū-hui (字彙), 1615 A.D.

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is, though they have not the slightest trouble in locating words in a dictionary. It is, however, helpful to memorize the numbers of the most important radicals, since one fourth of these will cover three fourths of all characters.

Referring to the table of radicals, we see that the order of the radicals is arranged by the number of strokes, beginning with 1 stroke for No. 1 — and ending with 17 strokes for No. 214

命 Within each group having the same number of strokes, the order is purely conventional. Note that many of the radicals have one or more variant forms. With certain radicals, such as 9 or 85, the variants are more frequent than the main form. Radicals 140 and 162 always occur in their variant forms. The main forms are kept, however, in their conventional positions in the list, since the variant forms do not have the same number of strokes as the main forms.

In a dictionary arranged by radicals, the characters under each radical are arranged in the order of the number of strokes. For example, under radical 75 木 mûk 'tree, wood,' there is first the radical itself as character, then come characters with one residual stroke, as 未 mei 'have not (yet),' 本 poón 'root,' next, characters with two residual strokes, as 朱 Chue, a surname, down to characters with as many as twenty-four residual strokes as 榧 ling 'sill.' For different characters under the same radical with the same number of residual strokes, dictionaries

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differ in their order of arrangement.

The problem of finding a character is thus resolved to (1) classifying it under the right radical, and (2) counting the number of the residual strokes. For finding the radical, the following hints may be helpful:

Learn by heart the twenty most frequent radicals, namely, 9, 30, 32, 38, 61, 64, 72, 75, 85, 86, 104, 118, 120, 130, 140, 142, 149, 157, 162, 167. More than 50% of all characters belong to one of these.

Find out whether the character in question is a radical, for certain apparently compounded characters are themselves radicals. Thus, 爻 比 父 爻 穴 老 而 耒 至 舌 舛 色 行 見 谷 豆 赤 走 辛 面 音 頁 風 飛 香 高 彫 鹿 鹿 黃 黍 黑 鼓 are radicals.

Try to divide the character into parts. A majority of characters can be broken down into a left-hand side and right-hand side, in which case the left-hand side is most likely to be the radical, as in 恒 好 徐 輪 黠 . Important exceptions are radicals 18 variant, 59, 62, 66 variant, 69, 76, 163 variant, 172, 181, 196, which, when occurring laterally, occupy the right-hand side, as 收到 部 難 鴨 . Other characters can be divided into an upper and a lower part. While there is a greater variety of radicals which can occupy the lower half of the character, as in 光 無 當 盆 買 , the radicals 一 二 三 四 五 六 七 八 九 十 十一 十二 十三 十四 十五 十六 十七 十八 十九 二十 二十一 二十二 二十三 二十四 二十五 二十六 二十七 二十八 二十九 三十 三十一 三十二 三十三 三十四 三十五 三十六 三十七 三十八 三十九 四十 四十一 四十二 四十三 四十四 四十五 四十六 四十七 四十八 四十九 五十 五十一 五十二 五十三 五十四 五十五 五十六 五十七 五十八 五十九 六十 六十一 六十二 六十三 六十四 六十五 六十六 六十七 六十八 六十九 七十 七十一 七十二 七十三 七十四 七十五 七十六 七十七 七十八 七十九 八十 八十一 八十二 八十三 八十四 八十五 八十六 八十七 八十八 八十九 九十 九十一 九十二 九十三 九十四 九十五 九十六 九十七 九十八 九十九 一百 , which occur at the top, have a greater number of characters under

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them. Finally, certain radicals enclose, or partially enclose, or are otherwise combined with, the residual strokes, as 困開展道裏年奉, whose radicals are respectively 口門尸辶衣千大.

While these rules will cover most of the cases, many irregular cases will have to be learned individually. 相, for example, is under 目 and not 木, 穀 under 禾 and not 攴, 歸 under 止, etc. Most dictionaries have a list of difficult characters arranged under the total number of strokes. Some dictionaries, especially those prepared by foreigners, give characters under several apparently possible radicals with cross references to the right radical, e.g. 目 under 木, with the notation "see under Radical 109 目." Table 1 gives examples of positions which radicals may occupy.



TABLE I. EXAMPLES OF POSITIONS OF RADICALS

No.	Rad.	L.	R.	Up	Down	Others	No.	Rad.	L.	R.	Up	Down	Others
1	一					不並世	108	皿					盂省眞
4	丿					乖些之	109	目	眼	相	冢		眞
7	二	况				云些五	112	石	硬				磨
8	十					亦	113	示	福				禁
9	人	你	以			企來	115	禾	種	絲	壳		稟穀
15	彡	凍					116	六			空		
18	刀		到			分勝	118	竹			等		
19	力	加	助			勞古	119	米	粉				粥
30	口	叫	和			吊	120	系	紅				緊
31	口						130	肉	肚	胡			腐
32	土	地				堯奇	134	臼			剪		與
37	大					坐天	140	艸			花		蜀
38	女	好				委學	142	虫	蝦	融	疊		街
39	子	孫					144	行					裏
40	宀					定屋	145	衣	衫		裔		裝
44	尸					岸	149	言	記				警
46	山	岐				布	154	貝	賄				貴
50	巾	帖	帥			度	157	足	路				輕
53	广					弟	159	車	輕		蟲		輿
57	弓	强					162	走	送				
60	彳	得				必	163	邑		都			邑
61	心	忙				忘	164	酉	醋	酒			醫
64	手	打				掌	167	金	鋪				鑒
66	支		收			整	169	門					開
72	日	時	旭			春	170	阜	陳				
75	木	板				是李	172	隹		雖	隻	雀	雁
85	水	法				然	173	雨			雲		題
86	火	燈				營	181	頁	頭				
94	大	狗	獸				184	食	飯				餐
96	玉	理				璧	187	馬	騎	馮			騰
102	田	略				琴男	195	魚	鮮		魯		鰓
104	厂					病	196	鳥	靴	鴨			鴈

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ORDER AND NUMBER OF STROKES

In teaching children to write, Chinese teachers lay great stress on the order of strokes in which a character is written. There are both esthetic and practical reasons for this. When made with the brush-pen, characters will not have the right shape unless the order of the strokes is right. Moreover, since most everyday writing is in a running hand in which separate strokes become connected, a wrong order may result in unrecognizable forms. For example, in writing the character 土, the order is: upper horizontal stroke, vertical stroke, lower horizontal stroke. In rapid writing, the right end of the upper horizontal is joined to the top of the vertical by a short line. The resulting form 𡗗, however, is so familiar to the Chinese reader that he hardly notices any difference between this and the printed form 土. But if the order is wrong and the two horizontal strokes are made in succession, so as to make a form like ㄣ, then the result will be quite illegible.

The general principle of making the strokes is from left to right and from top to bottom. In strokes which thin down to a sharp point, the direction is from the thick to the thin end, which in some cases involves making strokes from below upwards or from right to left, as 丿 in ？ and 乚 in 千.

When a horizontal stroke and another stroke intersect, the former is usually made first. In a character containing a vertical stroke with two symmetrical parts on both sides, as in 木,

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the vertical stroke is made first, followed by the left-hand side, then the right-hand side. In complete enclosures, the left-hand wall is made, then the top and the right-hand side are made in one stroke, the content filled in, and the bottom stroke finally added.

In counting strokes, a horizontal line and a vertical line joining it from the right end down are counted as one stroke. Similarly an L-shaped combination of lines is usually counted as one stroke. These operations are sometimes combined, as in the last stroke of ' ' .

A time-saving device is to memorize the number of strokes in frequently recurring parts of characters, e.g. 𠂇 6 strokes, 𠂇 4 strokes, so that one can analyze 𠂇 quickly as $6 + 4 = 10$ strokes, without counting every single stroke.

There are many special cases involving the order and number of strokes.



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STYLES OF SCRIPT

The earliest known Chinese writing consisted of inscriptions on ox bones and tortoise shells, recording oracles of divination under the rulers of the Shang dynasty (ca. 1766-ca. 1122 B.C.). Next in antiquity we find existing inscriptions, mostly on bronzes, of the Chou dynasty (1122-246 B.C.). Characters written for the same word differed widely from age to age until finally, under the Ch'in dynasty (246-206 B.C.), a system of characters known as 'seal characters' (or 'small seal,' as contrasted with the 'great seal' of Chou), was established. From the time of this system to the present day, there has been much less change in the main structure of the majority of characters, though the type and finish of the strokes have changed considerably as a result of the change from stylus to the brush as a writing instrument.

Current styles of writing consist of suên-tsê (篆字) 'seal characters,' now used only in actual seals, taí-shue (隸書) 'scribe's writing,' now occasionally used for ornamental purposes, K'aaí-shue or Kaai-shue (楷書) 'model or regular writing,' hak-paán-tsê (刻版字) 'printed characters,'⁶ which are the same as the regular characters except for certain details to be noted below, hāng shue or haāng shue (行書) 'running hand' (literally 'walking style of writing') a more flowing and slightly abbreviated form of ordinary characters, and ts'ó-shue (草書) or ts'ó-tsê (草字) 'cursive characters' (literally 'grass characters') consisting

⁶ This category has no place in the traditional way of reckoning the styles of characters.

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of extremely abbreviated forms of characters for quick scribbling and for ornamental use. The accompanying cut in Table 2 gives some examples of the various types of characters.

TABLE 2. STYLES OF CHARACTERS

A	B	C	D	E	F	
						Shang dyn. inscript.
						Chou dyn. inscript.
						seal
						scribe
						regular
						printed
						running
						cursive

A is the word loi 'come' (<Archaic *log*), borrowed from a homonym meaning a kind of wheat. B is the word wai 'to do, to be,' originally a picture of a hand leading an elephant. C is the word haāng 'walk,' originally a picture of crossroads, later interpreted (wrongly) as a picture of steps. D is the word K'ei 'his,' originally a picture of a dustpan. The present character for dustpan 箕, pronounced kei, is an enlarged form. E 'descend' started with a picture of feet going down a flight of stairs. F started with a character meaning 'dancing' which was at an early age borrowed for a homonym meaning 'have not.' The seal form is enlarged by a signific., which was dropped later. The modern character for 'dance' is in an enlarged form 舞, in which the phonetic 無 occurs in the abbreviated form 無.

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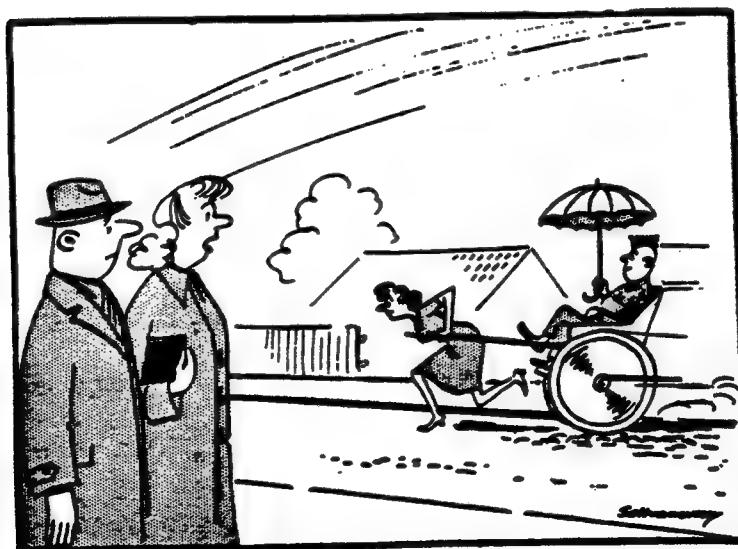
For the purposes of this course, the student would do well to concentrate on the regular style. This agrees in the main with the printed style except that the latter has small flourishes and exaggerated shadings like the serifs and shadings in the printed types of the Latin alphabet. In a relatively small number of cases, differences of structure exist. It is essential to know both the printed and the written styles, since radical indexes are based on the printed style and yet nobody writes in the printed style if the written style is different. For example, the character 𠂇 has the radical 𠂇 (in variant form) on the top, but in written form, as shown in the fifth character under B, Table 2, the radical cannot even be seen. Where the number of residual strokes differs in the two styles, the printed style is followed in counting. Thus, in 都 the number of residual strokes in 𠂇 is 9(counting the central dot) though the dot is rarely made when the character is written.

Table 3 gives some common differences between the printed and written styles of characters and parts of characters. These differences are looked upon as geometrical and non-significant and the characters are treated, not as variant characters for identical words, but as "identical" characters.

TABLE 3. COMMON DIFFERENCES BETWEEN PRINTED AND WRITTEN FORMS

Printed Written Printed Written Printed Written

人	人	文	文	衫	衫
人	人	為	為	言	言
入	入	直	直	變	變
八	八	真	真	返	返
兌	兌	祖	祖	雲	雲
又	又	紅	紅	青	青
忙	忙	者	者	飯	飯
戶	戶	花	花		



— SERGEANT BROWN'S ATTITUDE TOWARD HIS WIFE HAS CHANGED CONSIDERABLY SINCE HE TOOK UP CHINESE.

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VARIANT FORMS OF CHARACTERS

Aside from the differences between the printed and written forms, many characters have important variations in structure which occur both in the printed and in the written style, as shown in Table 4. A variant form of a character may belong to one of the following categories: (1) restylized seal forms, in which the general pattern of seal characters is kept although the actual strokes are modernized; (2) normal variations, which are equally acceptable with the main form; (3) inscriptional forms, which are considered informal but in good taste; (4) popular characters, usually in the form of abbreviations; (5) popular differentiations not recognized by the old-school scholars; (6) simplified forms originally in good standing, but later regarded as popular abbreviations after their origins have generally been forgotten; (7) restylized cursive forms, that is, characters which follow the pattern of cursive characters but have regularized strokes; (8) dialect characters.

The frequent use of archaic forms is considered a mannerism. Normal variations and inscriptional forms are both respectable usage. The forms from (3) to (7) are shunned by educated people of the older generation, but are accepted more and more by the younger generation.

Dialect forms are rarely used, since dialects are seldom written in any case. They are included here under variants, since many of them can be identified with normal characters, as shown in the examples in the accompanying table.

TABLE 1. EXAMPLES OF VARIANT CHARACTERS

Normal Variant

(1)	旁	𠂔	($< \text{𠂔}$)
	草	艸	($< \text{艸}$)
(2)	侯	戾	
	筍	笋	
(3)	於	於	
	處	霧	
(4)	過	过	
	亂	乚	
(5)	乾	{乾	
	鋪	{鋪	
(6)	處	処	
	坑	号	
(7)	盡	尽	($< \text{𣎵}$)
	時	时	($< \text{𠂔}$)
(8)	睨	睨	
	會	會	

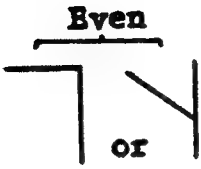




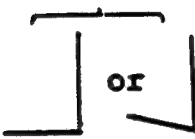



THE CHARACTERS

TABLE 5. LIST OF RADICALS

	1	2	3	4	5	6	7	8	9	
0	一	丨	丶	ノ	乙	乚	二	亅	人	0
10	儿	入	八	冂	勹	几	凵	刀	力	10
20	勹	乚	匚	乚	勹	冂	厂	厶	又	20
30	口	口	土	士	文	夕	大	女	子	30
40	冂	寸	小	尢	山	山	川	工	己	40
50	巾	干	幺	广	又	廿	弋	弓	彡	50
60	彳	心	戈	户	手	支	支	文	斗	60
70	方	无	日	曰	月	木	欠	止	歹	70
80	母	比	毛	氏	气	水	火	爪	父	80
90	片	片	牙	牛	犬	玄	玉	瓜	瓦	90
100	生	用	田	疋	疒	火	白	皮	血	100
110	矛	矢	石	示	肉	未	穴	立	竹	110
120	糸	缶	四	羊	羽	老	而	耒	耳	120
130	肉	臣	自	至	臼	舌	舛	舟	艮	130
140	艸	疒	虫	血	行	衣	西	見	角	140
150	谷	豆	豕	豸	貝	赤	走	足	身	150
160	辛	辰	走	邑	酉	采	里	金	長	160
170	阜	隶	佳	雨	青	非	面	革	韋	170
180	音	頁	風	飛	食	首	香	馬	骨	180
190	影	鬥	鬯	鬲	鬼	魚	鳥	鹵	鹿	190
200	麻	黃	黍	黑	黠	龜	鼎	鼓	鼠	200
210	齊	齒	龍	龜	龠				鼻	210
	1	2	3	4	5	6	7	8	9	

LESSON 1

TONES

	Even	Rising	Departing	Entering
Upper	 55 or 53	 35	 33	 5
Middle				 33
Lower	 11 or 21	 23	 22	 22

tone MARKS

	Even	Rising	Departing	Entering
Upper	(Unmarked)	.	.	(Unmarked)
Middle				.
Lower	-	~	^	^

LESSON 1

FINALS

a		e		eu	i, z	oh	o	oo	ue
aa	ai		ei			oi		ui	ooi
aa	au				iu				
aa	am				im		om		
aa	an				in	on		un	oon uen
aa	ang	eng		eung	ing	ong	ung		
aa	ap				ip		op		
aa	at				it	ot		ut	oot uet
aa	ak	ek		euk	ik	ok	uk		










LESSON 1

DRILL 1. FUNDAMENTAL TONES

Upper Even	Upper Rising	Upper Departing	Lower Even	Lower Rising	Lower Departing
55	35	33	11	23	22
a	á	à	ā	ǎ	â
e	é	è	ē	ě	ê
eu	eú	eù	eū	eǔ	eû
[i	í	ì	ī	ǐ	î
z	ê	ê	z	ž	ê
oh	ôh	òh	ōh	ǒh	ôh
o	ó	ò	ō	ǒ	ô
oo	oó	oò	oō	oǒ	oô
ue	ué	uè	uē	uě	uê
aaí	aaí	aaí	aaí	aaí	aaí
ai	aí	àí	āí	ǎí	âí
ei	eí	eì	ēí	ěí	êí
oi	oí	oì	ōí	ǒí	ôí
ui	uí	uì	ūí	ǔí	ûí
ooí	ooí	ooí	ooí	ooí	ooí
aaú	aaú	aaú	aaū	aaǔ	aaû
au	aú	aù	aū	aǔ	aû
iu	iú	iù	iū	iǔ	iû
m	m	m	m	m	m
ng	ng	ng	ng	ng	ng

LESSON 1

DRILL 2. NINE TONES

Upper Even	Upper Rising	Upper Departing	Lower Even	Lower Rising	Lower Departing	Upper Entering	Middle Entering	Lower Entering
								
55	35	33	11	23	22	5	33	22
aam	aâm	aàm	aãm	aăm	aâm	aap	aâp	aâp
am	âm	àm	ãm	ăm	âm	ap	âp	âp
im	im	im	im	im	im	ip	ip	ip
om	ôm	òm	ôm	ôm	ôm	op	ôp	ôp
aan	aân	aàn	aân	aăn	aân	aat	aât	aât
an	ân	àn	ân	ăn	ân	at	ât	ât
in	in	in	in	in	in	it	it	it
on	ôn	òn	ôn	ôn	ôn	ot	ôt	ôt
un	ún	ùn	ún	ũn	ûn	ut	ùt	ût
oon	oôn	oòn	oôn	oöhn	oôn	oot	oòt	oôt
uen	uên	uèn	uên	uěn	uên	uet	uèt	uêt
aang	aâng	aàng	aăng	aăng	aâng	aak	aâk	aâk
ang	âng	àng	âng	ăng	âng	ak	âk	âk
eng	êng	èng	êng	ěng	êng	ek	èk	êk
eung	eúng	eùng	eűng	eűng	eűng	euk	eùk	eűk
ing	ing	ing	ing	ing	ing	ik	ik	ik
ong	ông	òng	ông	ống	ông	ok	òk	ôk
ung	úng	ùng	űng	űng	űng	uk	ùk	ûk

LESSON 2

INITIALS

	Unaspi- rated Stops	Aspi- rated Stops	Nasals	Frica- tives	Semi- Vowels
Labials	p	p'	m	f	
Dentals	t	t'	n	l	
Palatals	[ts ch	[ts' ch'		[s sh	y
Velar	k	k'	ng	h	
Labialized Velar	kw	kw'			w

LESSON 2

DRILL 3. INITIALS AND FINALS IN FUNDAMENTAL TONES

		a	e	eu	i,z	oh	o	oo	ue
p		pa	pe			poh	po		
p'		p'a				p'oh	p'o		
m	m	ma	me		mi	moh	mo		
f		fa				foh		foo	
t		ta	te	teu	ti	toh	to		
t'		t'a		t'eu		t'oh	t'o		
n		na	ne		ni	noh			
l		la	le	leu		loh	lo		
[ts			tse		tsz	tsoh	tso		
[ch		cha	che		chi	choh			chue
[ts'			ts'e		ts'z	ts'oh	ts'o		
[ch'		ch'a	ch'e		ch'i	ch'oh			ch'ue
[s		sa	se	seu	sz	soh	so		
[sh		sha	she		shi	shoh	sho		shue
y		ya	ye						
k		ka	ke			koh	ko	koo	
k'		k'a	k'e					k'oo	
ng	ng	nga	nge			ngoh	ngo		
h		ha	he	heu		hoh	ho		
kw		kwa				kwoh			
kw'		kw'a							
w		wa				woh			

LESSON 2

DRILL 4. INITIALS AND FINALS IN FUNDAMENTAL TONES

	aai	ai	ei	oi	ui	ooi	aau	au	iu
p	paai	pai	pei			pooi	paau	pau	piu
p'	p'aai	p'ai	p'ei			p'ooi	p'aau	p'au	p'iu
m	maai	mai	mei			mooi	maau	mau	miu
f	faai	fai	fei			fooi		fau	
t	taai	tai	tei	toi	tui			tau	tiu
t'	t'aai	t'ai		t'oi	t'ui			t'au	t'iu
n	naai	nai	nei	noi	nui		naau	nau	niu
l	laai	lai	lei	loi	lui			lau	liu
ts		tsai		tsoi	tsiu			tsau	tsiu
ch	chaai	chai			chui		chaau	chau	chiu
ts'		ts'ai		ts'oi	ts'ui			ts'au	ts'iu
ch'	ch'aai				ch'ui		ch'aau	ch'au	ch'iu
s	saai	sai	sei	soi	sui			sau	siu
sh	shaai				shui		shaau	shau	shiu
y	yaai	yai			yui			yau	
k	kaai	kai	kei	koi	kui		kaau	kau	kiu
k'	k'aai	k'ai	k'ei	k'oi	k'ui		k'aau	k'au	k'iu
ng	ngaai	ngai		ngoi			ngaau	ngau	
h	haai	hai	hei	hoi	hui		haau	hau	hiu
kw	kwaai	kwai				kwooi			
kw'	kw'aai	kw'ai				kw'ooi			
w	waai	wai	wei						

LESSON 2

DRILL 5. CERTAIN INITIALS AND FINALS IN FUNDAMENTAL TONES

	a			oh		
p	pa	pá	pà	pā	pǎ	pâ
p'	p'a	p'á	p'à	p'ā	p'ǎ	p'â
	poh	póh	pòh	pōh	pǒh	pôh
	po	p'óh	p'òh	p'ōh	p'ǒh	p'ôh
t	ta	tá	tà	tā	tǎ	tâ
t'	t'a	t'á	t'à	t'ā	t'ǎ	t'â
	toh	tóh	tòh	tōh	tǒh	tôh
	t'oh	t'óh	t'òh	t'ōh	t'ǒh	t'ôh
[ts	tsa	tsá	tsà	tsā	tsǎ	tsâ
[ch	cia	chá	chà	chā	chǎ	châ
[ts'	ts'a	ts'á	ts'à	ts'ā	ts'ǎ	ts'â
[ch'	ch'a	ch'á	ch'à	ch'ā	ch'ǎ	ch'â
	tsoh	tsóh	tsòh	tsōh	tsǒh	tsôh
	choh	chóh	chòh	chōh	chǒh	chôh
	ts'oh	ts'óh	ts'òh	ts'ōh	ts'ǒh	ts'ôh
	ch'oh	ch'óh	ch'òh	ch'ōh	ch'ǒh	ch'ôh
k	ka	ká	kà	kā	kǎ	kâ
k'	k'a	k'á	k'à	k'ā	k'ǎ	k'â
	koh	kóh	kòh	kōh	kǒh	kôh
	k'oh	k'óh	k'òh	k'ōh	k'ǒh	k'ôh
kw	kwa	kwá	kwà	kwā	kwǎ	kwâ
kw'	kw'a	kw'á	kw'à	kw'ā	kw'ǎ	kw'â

LESSON 2

DRILL 6. CERTAIN INITIALS AND FINALS IN FUNDAMENTAL TONES

	aai	ai	aaü	aaĩ	aaĩ	aaĩ
p	paai	paaĩ	paaĩ	paaĩ	paaĩ	paaĩ
p'	p'aai	p'aaĩ	p'aaĩ	p'aaĩ	p'aaĩ	p'aaĩ
	pai	paĩ	paĩ	paĩ	paĩ	paĩ
	p'ai	p'aĩ	p'aĩ	p'aĩ	p'aĩ	p'aĩ
	paau	paaü	paaü	paaü	paaü	paaü
	p'au	p'aü	p'aü	p'aü	p'aü	p'aü
	p'au	p'aü	p'aü	p'aü	p'aü	p'aü
t	taai	taaĩ	taaĩ	taaĩ	taaĩ	taaĩ
t'	t'aai	t'aaĩ	t'aaĩ	t'aaĩ	t'aaĩ	t'aaĩ
	tai	taĩ	taĩ	taĩ	taĩ	taĩ
	t'ai	t'aĩ	t'aĩ	t'aĩ	t'aĩ	t'aĩ
	taau	taaü	taaü	taaü	taaü	taaü
	t'au	t'aü	t'aü	t'aü	t'aü	t'aü
	t'au	t'aü	t'aü	t'aü	t'aü	t'aü
k	kaai	kaaĩ	kaaĩ	kaaĩ	kaaĩ	kaaĩ
k'	k'aai	k'aaĩ	k'aaĩ	k'aaĩ	k'aaĩ	k'aaĩ
	kai	kaĩ	kaĩ	kaĩ	kaĩ	kaĩ
	k'ai	k'aĩ	k'aĩ	k'aĩ	k'aĩ	k'aĩ
	kaau	kaaü	kaaü	kaaü	kaaü	kaaü
	k'au	k'aü	k'aü	k'aü	k'aü	k'aü
	k'au	k'aü	k'aü	k'aü	k'aü	k'aü

LESSON 3

DRILL 7. INITIALS AND FINALS IN 9 TONES

	aam aap	am ap	im ip	om op	aan aat	an at	in it	on ot	un ut
p				pom	paan	pan	pin		
p'				p'om	p'aan	p'an	p'in		
m					maan	man	min		
f					faan	fan	fin		
t	taam	tam	tim		taan	tan	tin		tun
t'	t'aam	t'am	t'im		t'aan	t'an	t'in		
n	naam	nam	nim		naan	nan	nin		
l	laam	lam	lim		laan	lan	lin		lun
[ts	tzaam	tsam	tsim		tsaan	tsan	tsin		tsun
[ch	chaan	cham	chim		chaan	chan	chin		chun
[ts'	ts'aam	ts'am	ts'im		ts'aan	ts'an	ts'in		ts'un
[ch'	ch'aam	ch'am	ch'im		ch'aan	ch'an	ch'in		ch'un
[s	saam	sam	sim		saan	san	sin		sun
[sh	shaam	sham	shim		shaan	shan	shin		shun
y	yaam	yam				yan			yun
k	kaam	kam	kim	kom	kaan	kan	kin	kon	
k'		k'am	k'im			k'an	k'in		
ng	ngaam	ngam			ngaan	ngan		ngon	
h	haam	ham	him	hom	haan	han	hin	hon	
kw					kwaan	kwan			
kw'					kw'aan	kw'an			
w					waan	wan	win		

LESSON 3

DRILL 8. INITIALS AND FINALS IN 9 TONES

	oon oot	uen uet	aang aak	ang ak	eng ek	eung euk	ing ik	ong ok	ung uk
p	poon		paang	pang	peng		ping	pong	pung
p'	p'oon		p'aang	p'ang	p'eng		p'ing	p'ong	p'ung
m	moon		maang	mang	meng		ming	mong	mung
f	foon						fung	fong	fung
t		tuen		tang	teng	teung	ting	tong	tung
t'		t'uen		t'ang	t'eng		t'ing	t'ong	t'ung
n		nuen		nang		neung	ning	nong	nung
l		luen	laang	lang	leng	leung	ling	long	lung
ts		tsuen		tsang	tseng	tseung	tsing	tsong	tsung
ch		chuen	chaang	chang	cheng	cheung	ching	chong	chung
ts'		ts'uen		ts'ang	ts'eng	ts'eung	ts'ing	ts'ong	ts'ung
ch'		ch'uen	ch'aang	ch'ang	ch'eng	ch'eung	ch'ing	ch'ong	ch'ung
s		suen		sang	seng	seung	sing	song	sung
sh		shuen	shaang	shang	sheng	sheung	shing	shong	shung
y			yaang			yeung	ying		yung
k	koon	kuen	kaang	kang	keng	keung	king	kong	kung
k'	k'oon	k'uen	k'aang	k'ang	k'eng	k'eung	k'ing	k'ong	k'ung
ng			ngaang	ngang				ngong	
h		huen	haang	hang	heng	heung	hing	hong	hung
kw			kwaang	kwang			kwing	kwong	
kw'			kw'aang					kw'ong	
w			waang				wing	wong	

LESSON 3

DRILL 9. CERTAIN INITIALS AND FINALS IN 9 TONES

	aam			am			aan			an		
t	taam	taám	taàm	taām	taǎm	taâm	taap	taáp	taâp			
t'	t'aam	t'aám	t'aàm	t'aām	t'aǎm	t'aâm	t'aap	t'aáp	t'aâp			
	tam	tám	tàm	tām	tǎm	tâm	tap	táp	tâp			
	t'am	t'ám	t'àm	t'aām	t'ǎm	t'âm	t'ap	t'áp	t'âp			
	taan	taán	taàm	taām	taǎn	taân	taat	taát	taât			
	t'aan	t'aán	t'aàm	t'aām	t'aǎn	t'aân	t'aat	t'aát	t'aât			
	tan	tán	tàm	tām	tǎn	tân	tat	tát	tât			
	t'an	t'án	t'àn	t'aām	t'ǎn	t'ân	t'at	t'át	t'ât			
ts	tzaam	tzaam	tzaam	tzaam	tzaam	tzaam	tzaam	tzaam	tzaam			
ts'	ts'aam	ts'aám	ts'aàm	ts'aām	ts'aǎm	ts'aâm	ts'aap	ts'aáp	ts'aâp			
ch	cham	chám	chàm	chām	chǎm	châm	chap	cháp	châp			
ch'	ch'am	ch'ám	ch'àm	ch'aām	ch'ǎm	ch'âm	ch'ap	ch'áp	ch'âp			
	tsaan	tsaan	tsaan	tsaan	tsaan	tsaan	tfaat	tfaat	tfaat			
	ts'aan	ts'aán	ts'aàm	ts'aām	ts'aǎn	ts'aân	ts'aat	ts'aát	ts'aât			
	tsan	tsán	tsàm	tsām	tsǎn	tsân	tsat	tsát	tsât			
	ts'an	ts'án	ts'àn	ts'aām	ts'ǎn	ts'ân	ts'at	ts'át	ts'ât			
kw	kwaan	kwaan	kwaan	kwaan	kwaan	kwaan	kfaat	kfaat	kfaat			
kw'	kw'aan	kw'aán	kw'aàm	kw'aām	kw'aǎn	kw'aân	kw'aat	kw'aát	kw'aât			
	kwan	kwán	kwàm	kwām	kwǎn	kwân	kwat	kwát	kwât			
	kw'an	kw'án	kw'àn	kw'aām	kw'ǎn	kw'ân	kw'at	kw'át	kw'ât			

LESSON 3

DRILL 10. CERTAIN INITIALS AND FINALS IN 9 TONES

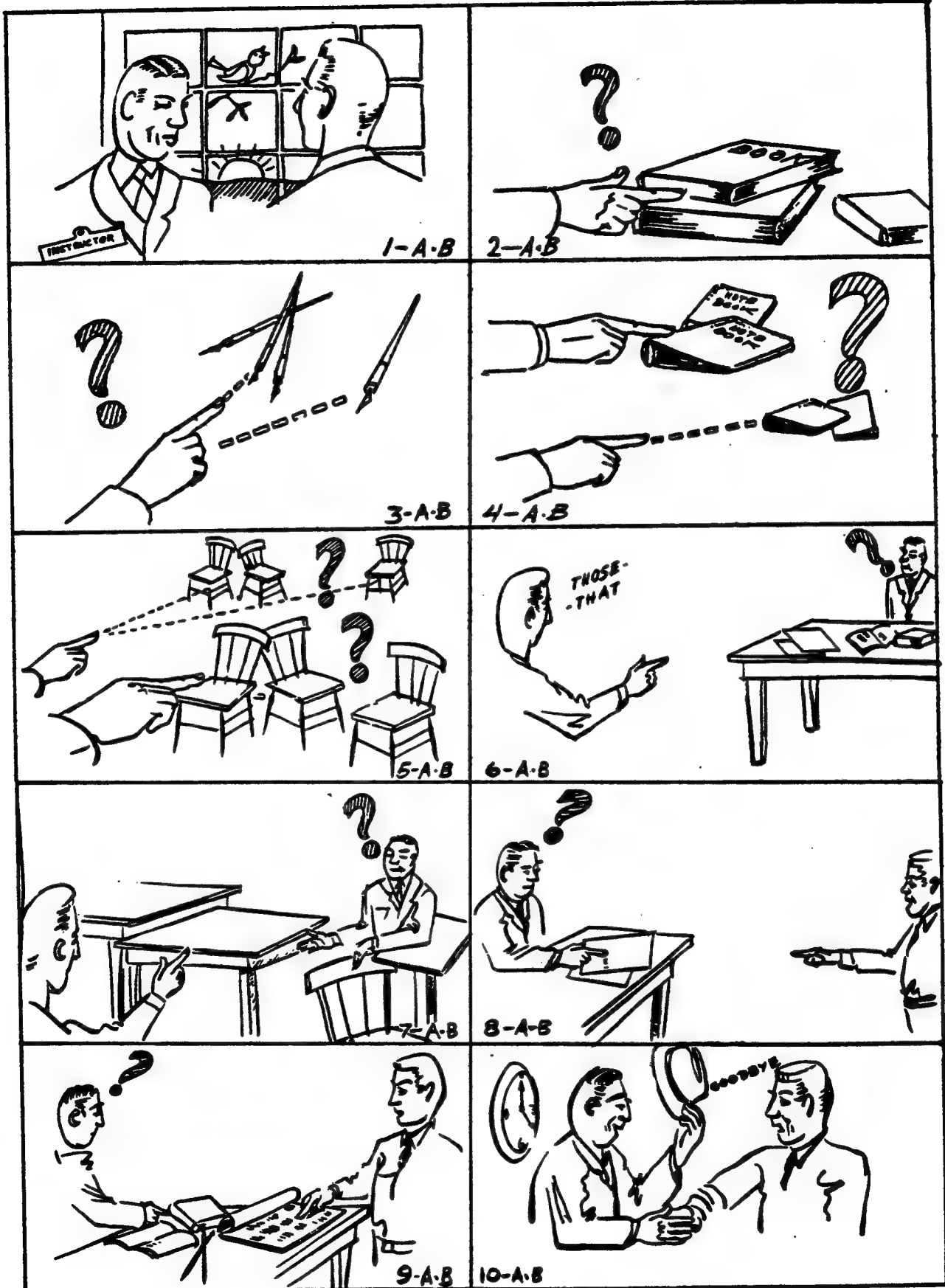
	aang		ang		eng		ing		
p	paang	paáng	paàng	paǎng	paǎng	paâng	paak	paàk	paâk
p'	p'aang	p'aáng	p'aàng	p'aǎng	p'aǎng	p'aâng	p'aak	p'aàk	p'aâk
	pang	páng	pàng	pǎng	pǎng	pâng	pak	pàk	pâk
	p'ang	p'áng	p'àng	p'ǎng	p'ǎng	p'âng	p'ak	p'àk	p'âk
	peng	péng	pèng	pěng	pěng	pêng	pek	pèk	pêk
	p'eng	p'éng	p'èng	p'ěng	p'ěng	p'êng	p'ek	p'èk	p'êk
	ping	píng	pìng	pǐng	pǐng	pīng	pik	pìk	pîk
	p'ing	p'íng	p'ìng	p'ǐng	p'ǐng	p'īng	p'ik	p'ìk	p'îk
ch	chaang	chaáng	chaàng	chaǎng	chaǎng	chaâng	chaak	chaàk	chaâk
ch'	ch'aang	ch'aáng	ch'aàng	ch'aǎng	ch'aǎng	ch'aâng	ch'aak	ch'aàk	ch'aâk
ts	tsang	tsáng	tsàng	tsǎng	tsǎng	tsâng	tsak	tsàk	tsâk
ts'	ts'ang	ts'áng	ts'àng	ts'ǎng	ts'ǎng	ts'âng	ts'ak	ts'àk	ts'âk
	cheng	chéng	chèng	chěng	chěng	chêng	chek	chèk	chêk
	ch'eng	ch'éng	ch'èng	ch'ěng	ch'ěng	ch'êng	ch'ek	ch'èk	ch'êk
	tsing	tsíng	tsìng	tsǐng	tsǐng	tsīng	tsik	tsìk	tsîk
	ts'ing	ts'íng	ts'ìng	ts'ǐng	ts'ǐng	ts'īng	ts'ik	ts'ìk	ts'îk
k	kaang	kaáng	kaàng	kaǎng	kaǎng	kaâng	kaak	kaàk	kaâk
k'	k'aang	k'aáng	k'aàng	k'aǎng	k'aǎng	k'aâng	k'aak	k'aàk	k'aâk
	kang	káng	kàng	kǎng	kǎng	kâng	kak	kàk	kâk
	k'ang	k'áng	k'àng	k'ǎng	k'ǎng	k'âng	k'ak	k'àk	k'âk
	keng	kéng	kèng	kěng	kěng	kêng	kek	kèk	kêk
	k'eng	k'éng	k'èng	k'ěng	k'ěng	k'êng	k'ek	k'èk	k'êk
	king	kíng	kìng	kǐng	kǐng	kīng	kik	kìk	kîk
	k'ing	k'íng	k'ìng	k'ǐng	k'ǐng	k'īng	k'ik	k'ìk	k'îk

LESSON 4

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni ti haî mi-yě?
Kóh ti haî mi-yě?
2. Ni yat-ti haî mi-yě?
Kóh yat-ti haî mi-yě?
3. Pin ti haî shue?
Pin ti haî pat?
4. Pin yat-ti haî shue?
Pin yat-ti haî pat?
5. Ni ti haî shue.
Ni ti haî pat.
6. Kóh ti haî shue.
Kóh ti haî pat.
7. Ni yat-ti haî shue
Kóh yat-ti haî pat.

LESSON 4



LESSON 4

ORAL MATERIAL - DIALOGUE

1. A: Tsó-shān, tsó-shān.
B: Tsó-shān, tsó-shān.
2. A: Ni ti haí mi-yě?
B: Ni ti haí shue.
3. A: Kóh ti haí mi-yě?
B: Kóh ti haí pat.
4. A: Ni ti haí mi-yě?
B: Kóh ti haí pô*.
5. A: Kóh ti haí mi-yě?
B: Ni ti haí í.
6. A: Pin ti haí chí?
B: Kóh ti haí chí.
7. A: Pin ti haí t'oi*?
B: Ni ti haí t'oi*.
8. A: Ni yat-ti haí mi-yě?
B: Kóh yat-ti haí chí.
9. A: Pin yat-ti haí wâ*-pò?
B: Ni yat-ti haí wâ*-pò.
10. A: Tsoi-kín, tsoi-kín.
B: Tsoi-kín, tsoi-kín.

LESSON 4

TRANSLATION OF DIALOGUE

1. A: Good morning.
B: Good morning.
2. A: What are these? (What is this?)
B: These are books. (This is a book.)
3. A: What are those? (What is that?)
B: Those are pens. (That is a pen.)
4. A: What are these? (What is this?)
B: Those are notebooks. (That is a notebook.)
5. A: What are those? (What is that?)
B: These are chairs. (This is a chair.)
6. A: Which are sheets of paper? (Which is a sheet of paper?)
B: Those are sheets of paper. (That is a sheet of paper.)
7. A: Which are tables? (Which is a table?)
B: Those are tables. (That is a table.)
8. A: What are these? (What is this?)
B: Those are sheets of paper. (That is a sheet of paper.)
9. A: Which are magazines? (Which is a magazine?)
B: These are magazines. (This is a magazine.)
10. A: Good-bye.
B: Good-bye.

LESSON 4

ORAL MATERIAL - RECOMBINATION

1. A: Tsó-shān, tsó-shān.
B: Tsó-shān, tsó-shān.
2. A: Ni ti haí mi-yě?
B: Kóh ti haí shue.
3. A: Kóh ti haí mi-yě?
B: Ni ti haí pat.
4. A: Kóh ti haí mi-yě?
B: Kóh ti haí í.
5. A: Ni ti haí mi-yě?
B: Ni ti haí pō*.
6. A: Pin ti haí í?
B: Kóh ti haí í.
7. A: Pin ti haí wā*-pò?
B: Ni ti haí wā*-pò.
8. A: Pin yat-ti haí t'oi*?
B: kóh yat-ti haí t'oi*.
9. A: Pin yat-ti haí chí?
B: Ni yat-ti haí chí.
10. A: Tsoi-kín, tsoi-kín.
B: Tsoi-kín, tsoi-kín.

LESSON 4

WORD LIST

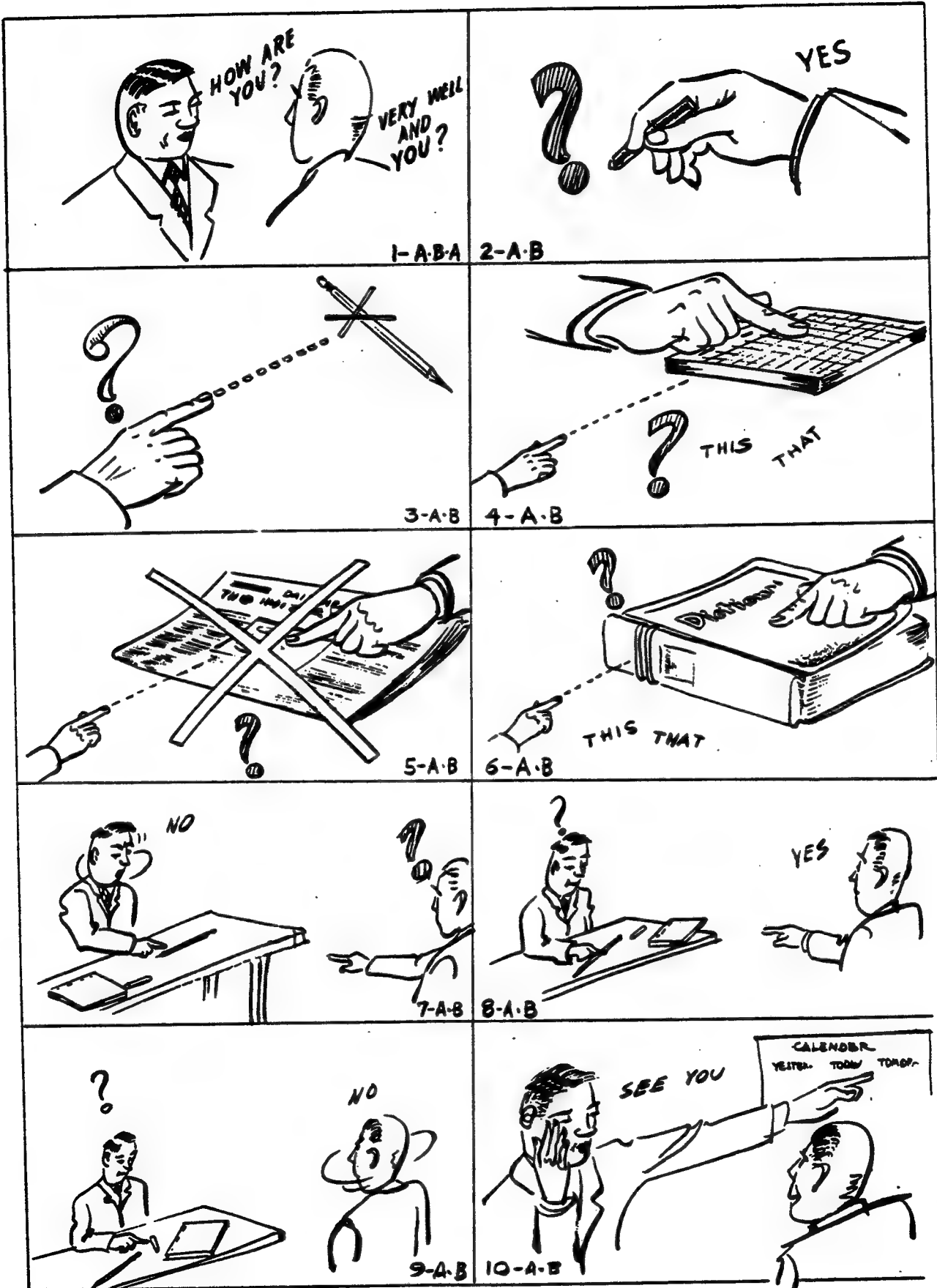
1. tsô-sān, tsô-shān	good morning
2. ni ti	these, this
3. haî	is, are, am, were, was
4. mi-yě	what? what kind of? anything
5. kôh ti	those, that
6. pin ti	which? every
7. ni yat-ti	these, these ones
8. kôh yat-ti	those, those ones
9. pin yat-ti	which ones? which?
10. shue	book
11. pat	pen
12. pô*	notebook, exercise book
13. í	chair
14. chí	paper
15. t'oi*	table
16. wâ*-pô	magazine
17. tsol-kin, tsol-kin	good-bye; see you again

LESSON 5

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni chi hai m-hai pat?
Ni poón hai m-hai shue?
Ni cheung hai m-hai i?
2. Kóh chi hai pat m-hai?
Kóh poón hai shue m-hai?
Kóh cheung hai i m-hai?
3. Kóh yat-chi hai m-hai pat?
Kóh yat-poón hai m-hai shue?
Kóh yat-cheung hai m-hai i?
4. Ni yat-chi hai pat m-hai?
Ni yat-poón hai shue m-hai?
Ni yat-cheung hai i m-hai?
5. Hai, ni chi hai pat.
Hai, kóh poón hai shue.
Hai, ni yat cheung hai i.
6. M-hai, ni chi m-hai pat.
M-hai, kóh poón m-hai shue.
M-hai, ni yat-cheung m-hai i.

LESSON 5



LESSON 5

ORAL MATERIAL - DIALOGUE

1. A: Hó la-mă?
B: Hó hó. Neĩ ne?
A: Hó hó.
2. A: Ni chi haĩ m-haĩ fân-pat?
B: Haĩ, ni chi haĩ fân-pat.
3. A: Kóh chi haĩ m-haĩ uẽn-pat?
B: M̄-haĩ, kóh chi m-haĩ uẽn-pat.
4. A: Ni yat-pô haĩ m-haĩ ts'ô-kó-pô*?
B: Haĩ, kóh yat-pô haĩ ts'ô-kó-pô*.
5. A: Kóh yat-cheung haĩ m-haĩ pò-chĩ?
B: M̄-haĩ, ni yat-cheung m-haĩ pò-chĩ.
6. A: Ni poón haĩ tš-tín m-haĩ?
B: Haĩ, kóh poón haĩ tš-tín.
7. A: Kóh chi haĩ fân-pat m-haĩ?
B: M̄-haĩ, ni chi m-haĩ fân-pat.
8. A: Ni yat-chi haĩ uẽn-pat m-haĩ?
B: Haĩ, kóh yat-chi haĩ uẽn-pat.
9. A: Kóh yat-poón haĩ ts'ô-kó-pô* m-haĩ?
B: M̄-haĩ, ni yat-poón m-haĩ ts'ô-kó-pô*.
10. A: T'ing-yât kln.
B: T'ing-yât tsoĩ-kln.

LESSON 5

TRANSLATION OF DIALOGUE

1. A: How are you?
B: Very well. And you?
A: Very well.
2. A: Is this a piece of chalk?
B: Yes, this is a piece of chalk.
3. A: Is that a pencil?
B: No, that is not a pencil.
4. A: Is this a writing pad?
B: Yes, that is a writing pad.
5. A: Is that a newspaper?
B: No, this is not a newspaper.
6. A: Is this a dictionary?
B: Yes, that is a dictionary.
7. A: Is that a piece of chalk?
B: No, this is not a piece of chalk.
8. A: Is this a pencil?
B: Yes, that is a pencil.
9. A: Is that a writing pad?
B: No, this is not a writing pad.
10. A: See you tomorrow.
B: See you tomorrow.

LESSON 5

ORAL MATERIAL - RECOMBINATION

1. A: Tsó-shān, tsó-shān.
B: Tsó-shān, tsó-shān.
A: Hó la-mǎ?
B: Hó hó. Neí ne?
A: Hó hó.
2. A: Ni ti haí mi-yě?
B: Kóh ti haí shue.
3. A: Kóh chi haí mi-yě?
B: Ni chi haí pat.
4. A: Ni yat-pô haí mi-yě?
B: Kóh yat-pô haí pô*.
5. A: Kóh cheung haí m-haí chí?
B: Haí, ni cheung haí chí.
6. A: Ni yat-cheung haí m-haí í?
B: M-haí, kóh yat-cheung m-haí í.
7. A: Kóh cheung haí m-haí t'oi*?
B: Haí, ni cheung haí t'oi*.
8. A: Ni yat-poón haí wá*-pò m-haí?
B: M-haí, kóh yat-poón m-haí wá*-pò.
9. A: Kóh cheung haí pò-chí m-haí?
B: Haí, ni cheung haí pò-chí.
10. A: Ni yat-chi haí uén-pat m-haí?
B: M-haí, ni yat-chi m-haí uén-pat.

LESSON 5

ORAL MATERIAL - RECOMBINATION

11. A: Pin ti hai fân-pat?
B: Ni ti hai fân-pat.
12. A: Pin yat-ti hai ts2-tîn?
B: Kôh yat-ti hai ts2-tîn.
13. A: Pin poôn hai ts'ô-kô-pô*?
B: Ni poôn hai ts'ô-kô-pô*.
14. A: Pin yat-pô hai shue?
B: Kôh yat-pô hai shue.
15. A: Tsoi-kin, tsoi-kin. T'ing-yât kin.
B: Tsoi-kin, tsoi-kin. T'ing-yât kin.

LESSON 5

WORD LIST

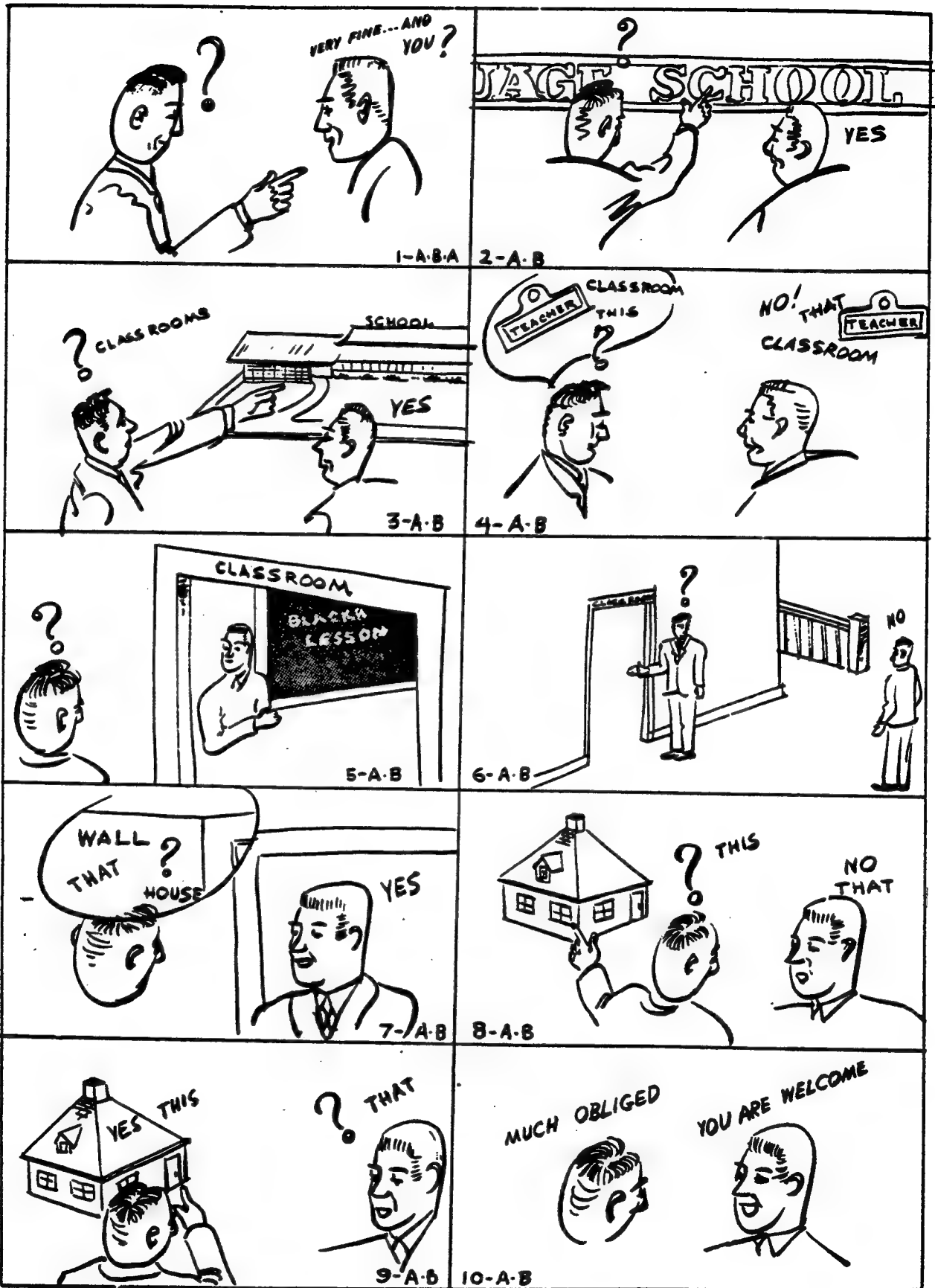
1. hó	good, fine, all right, right, very
2. la-mǎ	final particle
3. ne	final particle
4. m	not, cannot, un-, negative prefix
5. neĩ	you
6. fǎn-pat	chalk
7. uēn-pat	pencil
8. ts'ò-kò-pò*	writing pad, tablet
9. pò-chi	newspaper
10. tsž-tin	dictionary
11. poón	auxiliary noun (AN), copy
12. pò	AN, department, copy
13. cheung	AN, surname
14. chi	AN
15. t'ing-yât	tomorrow
16. kìn	to see
17. tsoi	again, once more
18. la	final particle

LESSON 6

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni kaan hôk-haaü yaü mǒ paan-fōng* à?
Ni yat-kaan hôk-haaü yaü mǒ paan-fōng* ne?
Kóh kaan paan-fōng* yaü mǒ sin-shaang à?
Kóh yat-kaan paan-fōng* yaü mǒ sin-shaang ne?
2. Ni kaan hôk-haaü yaü paan-fōng* mǒ à?
Ni yat-kaan hôk-haaü yaü paan-fōng* mǒ ne?
Kóh kaan paan-fōng* yaü sin-shaang mǒ à?
Kóh yat-kaan paan-fōng* yaü sin-shaang mǒ ne?
3. Ni kaan hôk-haaü yaü paan-fōng* mǎ?
Ni yat-kaan hôk-haaü yaü paan-fōng* mǎ?
Kóh kaan paan-fōng* yaü sin-shaang mǎ?
Kóh yat-kaan paan-fōng* yaü sin-shaang mǎ?
4. Yaü, ni kaan hôk-haaü yaü paan-fōng*.
Yaü, ni yat-kaan hôk-haaü yaü paan-fōng*.
Yaü, kóh kaan paan-fōng* yaü sin-shaang.
Yaü, kóh yat-kaan paan-fōng* yaü sin-shaang.
5. Mǒ, ni kaan hôk-haaü mǒ paan-fōng*
Mǒ, ni yat-kaan hôk-haaü mǒ paan-fōng*
Mǒ, kóh kaan paan-fōng* mǒ sin-shaang.
Mǒ, kóh yat-kaan paan-fōng* mǒ sin-shaang.

LESSON 6



LESSON 6

ORAL MATERIAL - DIALOGUE

1. A: Neĩ hỏ mà?
B: Ngõh hỏ, neĩ ne?
A: Ngõh hỏ hỏ.
2. A: Ni yat-kaan haĩ m-haĩ hỏk-haaũ?
B: Haĩ, ni yat-kaan haĩ hỏk-haaũ.
3. A: Kỏh yat-kaan hỏk-haaũ yaũ mỏ paan-fỏng* ỏ?
B: Yaũ, kỏh yat-kaan hỏk-haaũ yaũ paan-fỏng*.
4. A: Ni yat-kaan paan-fỏng* yaũ mỏ sin-shaang ỏ?
B: Mỏ, kỏh yat-kaan paan-fỏng* mỏ sin-shaang.
5. A: Kỏh yat-kaan paan-fỏng* yaũ mỏ hak-paỏn ne?
B: Yaũ, ni yat-kaan paan-fỏng* yaũ hak-paỏn?
6. A: Ni yat-kaan paan-fỏng* yaũ hỏk-shaang mỏ ne?
B: Mỏ, kỏh yat-kaan paan-fỏng* mỏ hỏk-shaang.
7. A: Kỏh yat-kaan uk yaũ ts'eủng mỏ ne?
B: Yaũ, ni yat-kaan uk yaũ ts'eủng.
8. A: Ni yat-kaan uk yaũ ch'eung mà?
B: Mỏ, kỏh yat-kaan uk mỏ ch'eung.
9. A: Kỏh yat-kaan uk yaũ moỏn mà?
B: Yaũ, ni yat-kaan uk yaũ moỏn.
10. A: M-koi, m-koi.
B: M-shaĩ m-koi.

LESSON 6

TRANSLATION OF DIALOGUE

1. A: How are you?
B: I am fine. And you?
A: I am very well.
2. A: Is this a school?
B: Yes, this is a school.
3. A: Are there classrooms in that school?
B: Yes, there are classrooms in that school.
4. A: Is there any teacher in this classroom?
B: No, there isn't any teacher in that classroom.
5. A: Is there any blackboard in that classroom?
B: Yes, there is a blackboard in this classroom.
6. A: Are there any students in this classroom?
B: No, there aren't any students in that classroom.
7. A: Is there any wall in that house?
B: Yes, there is a wall in this house.
8. A: Are there any windows in this house?
B: No, there aren't any windows in that house.
9. A: Is there any door in that house?
B: Yes, there is a door in this house.
10. A: Much obliged.
B: You are welcome.

LESSON 6

ORAL MATERIAL - RECOMBINATION

1. A: Tsó-shān, tsó-shān.
B: Tsó-shān, tsó-shān.
A: Neĩ hó mã?
B: Ngõh hó. Neĩ ne?
A: Ngõh hó hó.
2. A: Ni ti haĩ mi-yě?
B: Kóh ti haĩ uĕn-pat.
3. A: Kóh cheung haĩ mi-yě?
B: Ni cheung haĩ pò-chĩ.
4. A: Pin poón haĩ ts²-tín?
B: Ni poón haĩ ts²-tín.
5. A: Pin yat-ti haĩ í?
B: Kóh yat-ti haĩ í.
6. A: Ni yat-cheung haĩ m-haĩ chí?
B: Haĩ, kóh yat-cheung haĩ chí.
7. A: Ni kaan haĩ hôk-haaũ m-haĩ?
B: M-haĩ, ni yat-kaan m-haĩ hôk-haaũ.
8. A: Kóh yat-kaan paan-fōng* yaũ mǒ sin-shaang ne?
B: Mǒ, kóh kaan paan-fōng* mǒ sin-shaang.
9. A: Ni yat-kaan paan-fōng* yaũ hôk-shaang mǒ ă?
B: Yaũ, ni kaan paan-fōng* yaũ hôk-shaang.
10. A: Kóh ti hak-paán yaũ mǒ fán-pat ne?
B: Mǒ, ni ti hak-paán mǒ fán-pat.

LESSON 6

ORAL MATERIAL - RECOMBINATION

11. A: Ni kaan uk yaũ ts'eũng mã?
B: Yaũ, ni kaan uk yaũ ts'eũng.
12. A: Kóh ti ts'eũng yaũ ch'eung mã?
B: Mǒ, ni yat-ti ts'eũng mǒ ch'eung.
13. A: Ni ti haĩ moõn mã?
B: M̄-haĩ, ni ti m̄-haĩ moõn.
14. A: Ni kaan haĩ paan-fōng* mã?
B: Haĩ, ni yat-kaan haĩ paan-fōng*.
15. A: M̄-koi, m̄-koi.
B: M̄-shaĩ m̄-koi.
A: Tsoi-kin, tsoi-kin.
B: Tsoi-kin, tsoi-kin.

LESSON 6

WORD LIST

1. mǎ	interrogative particle
2. ngǒh	I, me
3. kaan	AN
4. hôk-haaû	school
5. paan-fǒng*	classroom
6. sin-shaang	teacher, Mr., sir
7. hôk-shaang	student
8. hak-paân	blackboard
9. ts'eûng	wall
10. ch'eung	window
11. uk	house, home
12. moôn	door
13. yaû	to have
14. mǒ	do not have
15. m-koi, m-koi	thank you
	excuse me, pardon me, much obliged
16. m-shaî	do not need, it is unnecessary
17. ǎ	final particle

LESSON 7

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĩ huĩ m̄-huĩ kaai à?
K'ui maaĩ m̄-maaĩ shue ne?
Neĩ-teĩ s̄ik m̄-sh̄ik faân à?
2. Neĩ huĩ kaai m̄-huĩ à?
K'ui maaĩ shue m̄-maaĩ ne?
Neĩ-teĩ sh̄ik faân m̄-sh̄ik à?
3. Neĩ huĩ kaai mà?
K'ui maaĩ shue mà?
Neĩ-teĩ sh̄ik faân mà?
4. Huĩ, ngõh huĩ kaai.
Maaĩ, k'ui maaĩ shue.
Sh̄ik, ngõh-teĩ sh̄ik faân.
5. M̄-huĩ, ngõh m̄-huĩ kaai.
M̄-maaĩ, k'ui m̄-maaĩ shue.
M̄-sh̄ik, ngõh-teĩ m̄-sh̄ik faân.
6. Pin kóh huĩ kaai à?
Pin kóh maaĩ shue ne?
Pin kóh m̄-huĩ kaai ne?
Pin kóh m̄-maaĩ shue à?
7. Ngõh huĩ kaai
K'ui maaĩ shue.
Neĩ m̄-huĩ kaai.
Ngõh-teĩ m̄-maaĩ shue.

LESSON 7

ORAL MATERIAL - STRUCTURAL PATTERNS

8. K'ui maaĩ mi-yě à?

Ngõh-teĩ shík mi-yě ne?

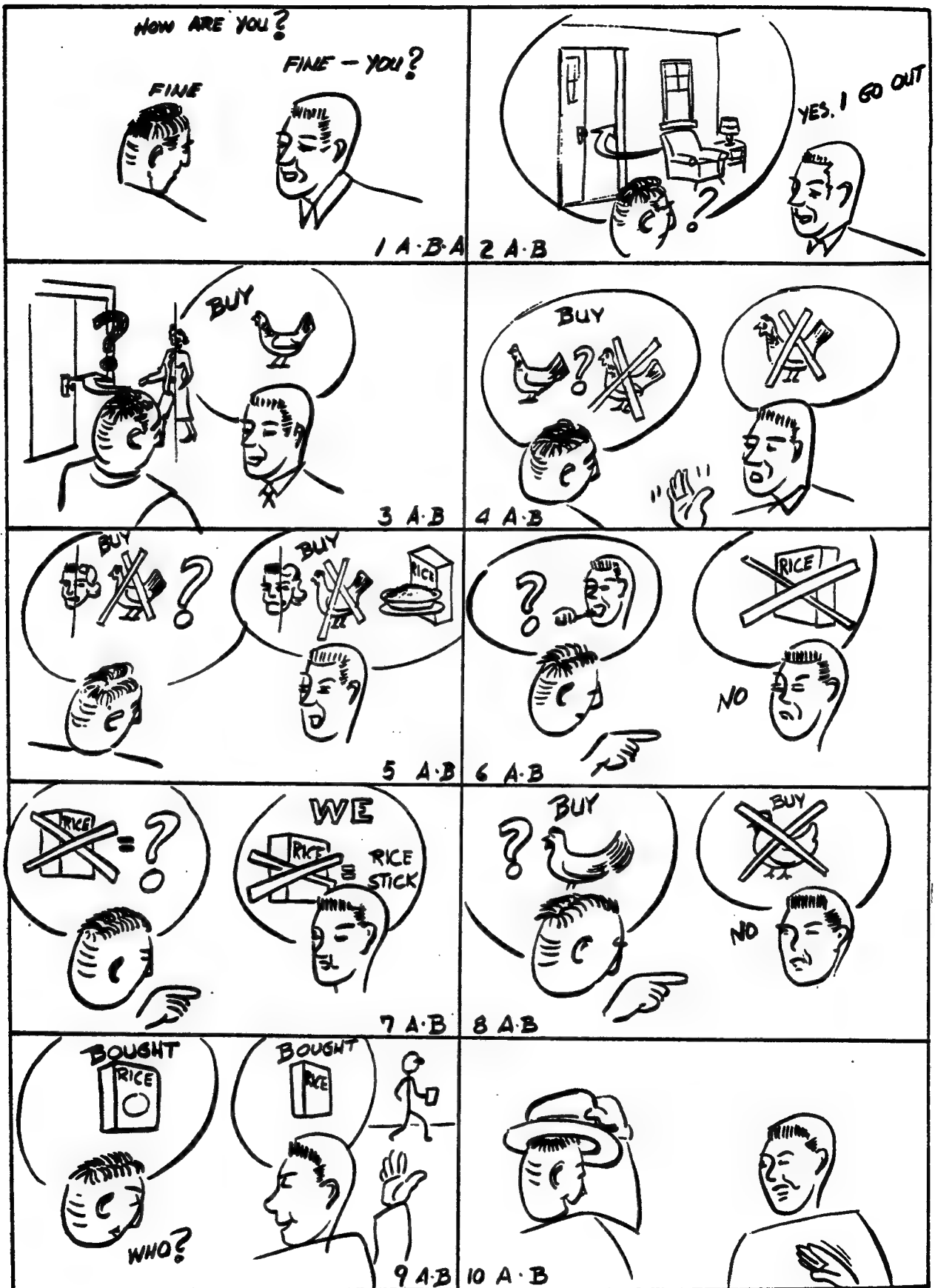
Neĩ tsô mi-yě à?

9. Kuĩ maaĩ shue.

Ngõh-teĩ shík faân.

Ngõh shík kai.

LESSON 7



LESSON 7

ORAL MATERIAL - DIALOGUE

1. A: Kei hō a-mă?
B: Kei hō a. Neĩ ne?
A: Kei hō.
2. A: Neĩ hui m-hui kaai à?
B: Hui, ngōh hui kaai.
3. A: K'ui hui kaai, k'ui tsō mi-yě à?
B: K'ui hui kaai, k'ui maaĩ kai.
4. A: Neĩ-teĩ maaĩ kai m-maaĩ ne?
B: M-maaĩ, ngōh-teĩ m-maaĩ kai.
5. A: K'ui m-maaĩ kai, k'ui maaĩ mi-yě ne?
B: K'ui m-maaĩ kai, k'ui maaĩ mǎi.
6. A: Neĩ shik faân mà?
B: M-shik, ngōh m-shik faân.
7. A: Neĩ-teĩ m-shik faân, neĩ-teĩ shik mi-yě ne?
B: Ngōh-teĩ m-shik faân, ngōh-teĩ shik fân.
8. A: Neĩ maaĩ kai mà?
B: M-maaĩ, ngōh m-maaĩ kai.
9. A: Pin kōh maaĩ mǎi à?
B: K'ui maaĩ mǎi.
10. A: Ngōh tsaú là.
B: Maân-maân* haâng.

LESSON 7

TRANSLATION OF DIALOGUE

1. A: How are you?
B: I am fine. And you?
A: I am fine.
2. A: Are you going out?
B: Yes, I am.
3. A: Why is he (she) going out?
B: He is going out to buy chicken.
4. A: Do you (plural) buy chicken?
B: No, we don't.
5. A: He didn't buy chicken. What did he buy?
B: He didn't buy chicken. He bought rice.
6. A: Do you eat rice?
B: No, I don't.
7. A: You don't eat rice. What do you eat?
B: We don't eat rice. We eat noodles.
8. A: Do you buy chicken?
B: No, I don't.
9. A: Who bought rice?
B: He did.
10. A: I am leaving.
B: Please walk slowly.

LESSON 7

ORAL MATERIAL - RECOMBINATION

1. A: Kei hó a-mă?
B: Kei hó a. Neĩ ne?
A: Kei hó.
2. A: Pin kòh haĩ sin-shaang à?
B: Neĩ haĩ sin-shaang.
3. A: Pin yat-pô haĩ wâ*-pò ne?
B: Ni pô haĩ wâ*-pò.
4. A: Ni chi haĩ m-haĩ pat?
B: Haĩ, kòh chi haĩ pat.
5. A: Ni yat-kaan paan-fông* yaũ t'oi* mǒ à?
B: Mǒ, ni yat-kaan paan-fông* mǒ t'oi*.
6. A: K'ui yaũ ts'ó-kó-pô* mà?
B: Yaũ, k'ui yaũ ts'ó-kó-pô*.
7. A: Neĩ haĩ sin-shaang mà?
B: M-haĩ, ngǒh m-haĩ sin-shaang?
8. A: Neĩ m-haĩ sin-shaang, neĩ haĩ mi-yě à?
B: Ngǒh m-haĩ sin-shaang, ngǒh haĩ hók-shaang.
9. A: Neĩ-teĩ huĩ m-huĩ kaai ne?
B: Huĩ, ngǒh-teĩ huĩ kaai.
10. A: Neĩ-teĩ huĩ kaai, neĩ-teĩ tsô mi-yě à?
B: Ngǒh-teĩ huĩ kaai, ngǒh-teĩ maaĩ maĩ.
11. A: Ngǒh-teĩ shík faân mà?
B: M-shík, ngǒh-teĩ m-shík faân.

LESSON 7

ORAL MATERIAL - RECOMBINATION

12. A: K'ui m-shik faan, k'ui shik mi-yě ne?
B: K'ui m-shik faan, k'ui shik fan, shik kai.
13. A: Kôh poón m-hai shue, kôh poón hai mi-yě?
B: Ni poón m-hai shue, ni poón hai pô*.
14. A: Ni kaan paan-fông* mǒ t'oi*, yǎu mi-yě?
B: Ni kaan paan-fông* mǒ t'oi*, yǎu i, yǎu fan-pat, yǎu hak-paán.
15. A: Ngǒh-tei tsaú là. Tsoi-kin.
B: Maán-maán* haang. Tsoi-kin.

LESSON 7

WORD LIST

1. k'ui	he, her, him, it
2. nei-tei	you (plural)
3. ngõh-tei	we, us
4. maaĩ.	to buy
5. kai	chicken
6. mai	uncooked rice
7. faan	rice
8. fan	noodles, powder, flour
9. kaai	street
10. hui kaai	to go out
11. shik	to eat
12. tsô	to do, work, make
13. maan maan* haang	walk slowly
14. kei hó a-mă?	How are you?
15. tsaú	to leave, go, run
16. pin kôh	who?
17. à	final particle
18. ch'ut kaai	to go out

NOTE

READING AND WRITING MATERIALS

The Chinese-Cantonese language 47-week Basic Course introduces 1,500 Chinese characters ts'z 字 (words) for reading; and out these 1,500, 750 were chosen for writing. The 1,500 characters were systematically selected from the frequency lists, and approximately 6,000 terms ts'z 辭 (syntactical words) were carefully chosen from the Cantonese-English dictionaries.

The 1,500 Chinese characters are arranged alphabetically according to the system of romanization in the Dictionary of Common Chinese-Cantonese Characters which serves as cross reference. Flash cards for these 1,500 Chinese characters are also available to reinforce the student's mastery of these characters.

In the Reading Material, each character has the following information:

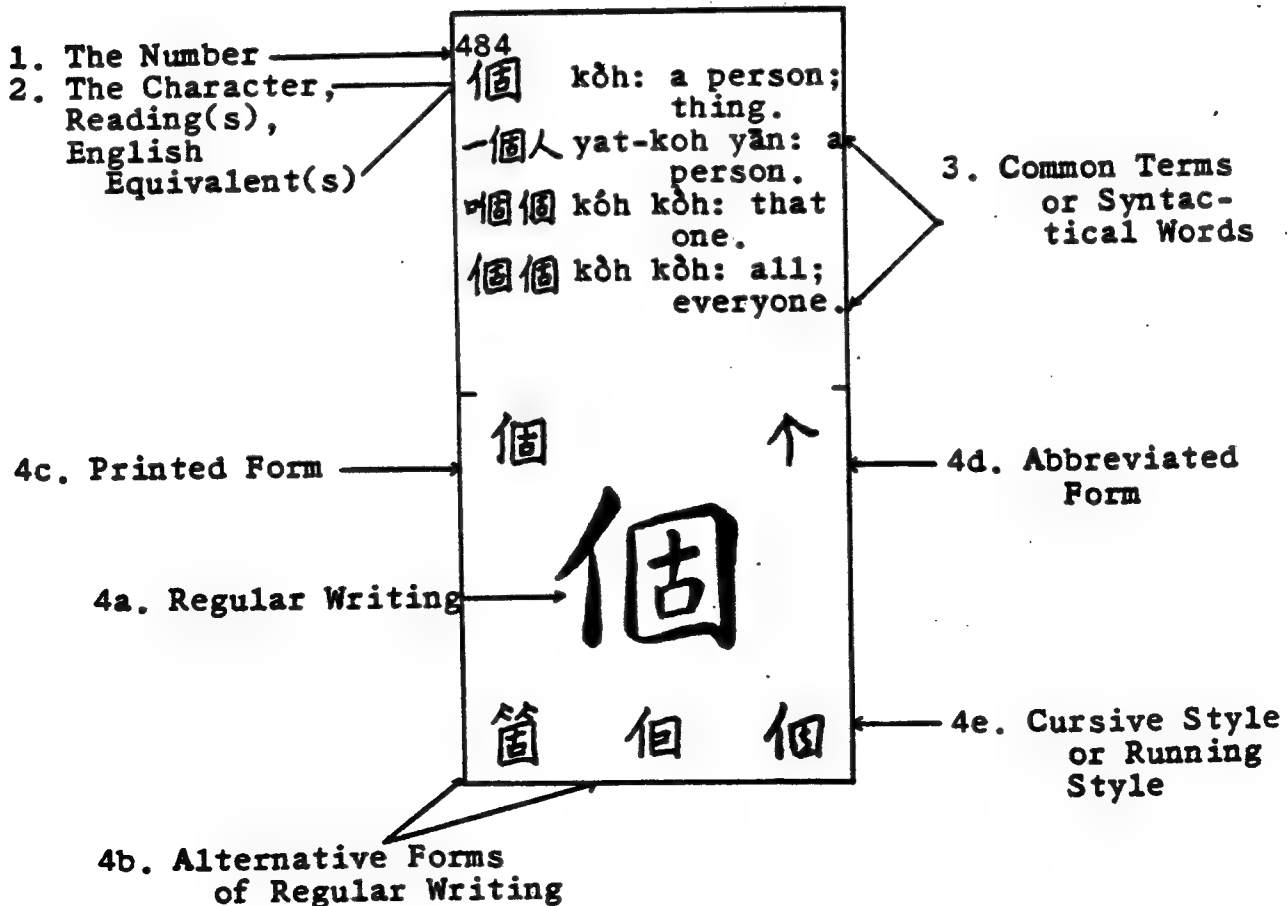
1. The number of the character in the dictionary in alphabetical order.
2. The characters, its reading(s), and its English equivalents.
3. Use of the character in some most common terms or syntactical words.
4. Various forms and styles of the character:
 - a. The model or regular writing k'aaî-shue 楷書 in the center.

NOTE

READING AND WRITING MATERIALS

- b. The alternative forms of regular writing in the lower center and lower left corner.
- c. The printed form hak-paân-tŝ 刻版字 at the upper left corner.
- d. The abbreviated form kaâm-pat-tŝ 減筆字 at the upper right corner.
- e. The cursive style ts'ô-shue 草書 or running style hāng-shue 行書 at the lower right corner.

For example:



NOTE

READING AND WRITING MATERIALS

In the Writing Material, each character has the following information:

1. The character.
2. The number of the character in the Dictionary in alphabetical order.
3. The number of the radical.
4. The radical and its alternative form, if any.
5. The number of strokes.
6. Order of strokes.

For example:

1. The Character 2. The Character Number 3. Radical Number

5. The Stroke Number 4. The Radical

個	Character Number		484		Radical Number		9	
	Stroke Number		10		人			
	ノ	丨	丨	丨	丨	丨	丨	丨
個	個							

6. Stroke Order

LESSON 7

READING MATERIAL

248

係 hai: to be; is;
are; affirma-
tive

係唔係 hai m-hai: Is it
not?

係咩 hai me: Is that
so?

1462

有 yau: to have; to
possess; there
is; affirma-
tion.

有用 yau yung: useful;
serviceable.

有效 yau haau: effec-
tive; valid.

有罪 yau tsui: guilty.

700

冇 mǎ: none; do not;
have not; nega-
tive.

冇人 mǎ yān: nobody; no
person.

你有冇 nai yau mǎ
shue?: Do you
have books?

係

係

係

有

有

有

冇

冇

冇

735

你 nei: second person-
al pronoun; you.

你自己 nei tsf-kei: your
self.

757

我 ngōh: pronoun of
first person; we;
me; I.

我地 ngōh-tei: we; us.

我國 ngōh guok: our
country.

你

你

你

我

我

我

READING MATERIAL

300

學 hōk: to learn;
study; imitate
學校 hōk-haak: school;
academy
學生 hōk-saang: stu-
dent
學費 hōk-fai: tuition
學問 hōk-mun: know-
ledge

246

校 haak: a school
校 haak: to compare,
military title
學校 hōk-haak: a
school
校長 haak-chung: school princi-
pal
上校 shing-kaak: col-
onel

386

間 kaan: separate;
between; within
Cl. for room,
house
間 kaan: to parti-
tion
中間 chung-kaan: mid-
dle; center
忽然間 fat-in-kaan: sud-
denly
間尺 kaan-ch'èk: a
ruler

學 子 學 校 間 間

934

生 shaang, shang: to
give birth;
to beget; to
produce; life;
living; raw.
生日 shaang-yat: birth-
day.
一生 yat-shaang: all one's
life.
生意 shaang-i: business;
occupation.

534

佢 k'ui: third person
pronoun; he;
she; it.
佢哋 k'ui kà: his; hers;
theirs.
佢地 k'ui-tei: they.

生

佢

生 佢

生

佢

LESSON 7
READING MATERIAL

N1 間係學校。

N1 間學校有 sin- 生，有學生。

我係學生，你係學生，我-tei 係學生，佢係 sin- 生。

一 kòh 學生有三 chi pat，四 poón shue。

N1 間 paan-fōng* yǎu 五 cheung t'oi*，六 cheung í，七 chi fán-pat，八 kòh 學生，九 chi uēn-pat，十 poón ts'ó-kó-pò*，有 pò-chi'。

LESSON 7

WRITING MATERIAL

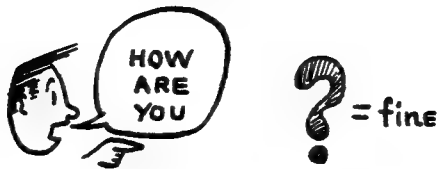
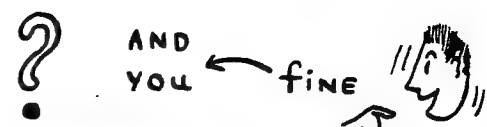
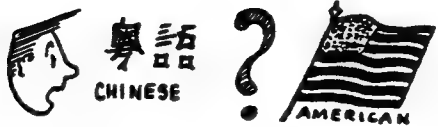





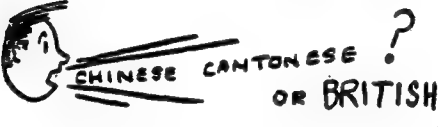




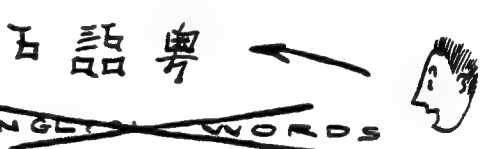


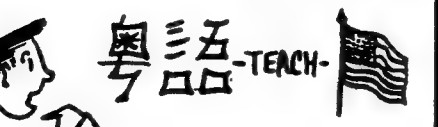



係	Character Number 248		Radical Number 9	
	Stroke Number 9		亻, 人	
	ノ	亻	亻'	佸
有	Character Number 1462		Radical Number 74	
	Stroke Number 6		月	
	一	ナ	才	有
有	Character Number 700		Radical Number 13	
	Stroke Number 4		冂	
	一	ナ	才	有
你	Character Number 735		Radical Number 9	
	Stroke Number 7		亻, 人	
	ノ	亻	亻'	佸
我	Character Number 757		Radical Number 62	
	Stroke Number 7		戈	
	一	二	子	手

LESSON 8

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĩ hōk Kwóng-Tung-Wâ* yik-waāk Meĩ-Kwòk-Wâ* à?
K'ui kaaù Ying-Kwòk-Wâ* yik-waāk Chung-Kwòk-Wâ* ne?
Ngõh haĩ Chung-Kwòh-Yān yik-waāk Ying-Kwòk-Yān à?
Neĩ-teĩ mĩng-paāk Chung-Mān yik-waāk Ying-Mān ne?
Ngõh-teĩ kóng Kwóng-Tung Wâ* yik-waāk Meĩ-Kwòk-Wâ* à?
2. Ngõh hōk Kwóng-Tung-Wâ*, m-hōk Meĩ-Kwòk-Wâ*
K'ui kaaù Chung-Kwòk-Wâ*, m-kaaù Ying-Kwòk-Wâ*
Neĩ haĩ Ying-Kwòk Yān, m-haĩ Chung-Kwòk-Yān.
Ngõh-teĩ mĩng-paāk Ying-Mān, m-mĩng-paāk Chung-Mān.
Neĩ-teĩ kóng Meĩ-Kwòk-Wâ*, m-kóng Kwóng-Tung-Wâ*.
3. Ngõh m-hōk Kwóng-Tung Wâ*, ngõh hōk Meĩ-Kwòk Wâ*.
K'ui m-kaaù Chung-Kwòk-Wâ*, k'ui kaaù Ying-Kwòk Wâ*.
Neĩ m-haĩ Ying-Kwòk Yān, neĩ haĩ Chung-Kwòk-Yān.
Ngõh-teĩ m-mĩng-paāk Ying-Mān, ngõh-teĩ mĩng-paāk Chung-Mān.
Neĩ-teĩ m-kóng Meĩ-Kwòk Wâ*, neĩ-teĩ kóng Kwóng-Tung Wâ*.

LESSON 8

	A	B
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

LESSON 8

ORAL MATERIAL - DIALOGUE

1. A: Tím à, hó mà?
B: Hó hó. Neĩ ne?
A: Hó hó.
2. A: Neĩ hai Chung-Kwòk yān yik-waāk Meĩ-Kwòk yān?
B: Ngõh hai Meĩ-Kwòk yān, m-hai Chung-Kwòk yān.
3. A: Neĩ-teĩ hōk Kwóng-Tung wā* yik-waāk Meĩ-Kwòk wā*?
B: Ngõh-teĩ hōk Kwóng-Tung wā*, m-hōk Meĩ-Kwòk wā*.
4. A: K'ui mīng-paāk Kwóng-Tung wā* yik-waāk Meĩ-Kwòk wā*?
B: K'ui mīng-paāk Meĩ-Kwòk wā*, m-mīng-paāk Kwóng-Tung wā*.
5. A: Ngõh-teĩ kōng Kwóng-Tung wā* yik-waāk Ying-Kwòk wā*?
B: Ngõh-teĩ kōng Kwóng-Tung wā*, m-kōng Ying-Kwòk wā*.
6. A: Neĩ-teĩ tūk Chung-Mān shue yik-waāk Ying-Mān shue?
B: Ngõh-teĩ tūk Chung-Mān shue, m-tūk Ying-Mān shue.
7. A: Ngõh sé Chung-Mān tŝ yik-waāk Ying-Mān tŝ?
B: Neĩ sé Chung-Mān tŝ, m-sé Ying-Mān tŝ.
8. A: K'ui-teĩ ooĩ Kwóng-Tung wā* yik-waāk Meĩ-Kwòk wā*?
B: K'ui-teĩ ooĩ Meĩ-Kwòk wā*, m-ooĩ Kwóng-Tung wā*.
9. A: Ngõh kaaũ Kwóng-Tung wā* yik waāk Meĩ-Kwòk wā*?
B: Neĩ kaaũ Kwóng-Tung wā*, m-kaaũ Meĩ-Kwòk wā*.
10. A: Ch'ing-ch'ing.
B: Ch'ing-ch'ing.

LESSON 8
TRANSLATION OF DIALOGUE

1. A: How are you?
B: I am fine. And you?
A: I am fine.
2. A: Are you Chinese or American?
B: I am American, not Chinese.
3. A: Do you learn Chinese-Cantonese or American English?
B: We learn Chinese-Cantonese, not American English.
4. A: Does he understand Chinese-Cantonese or American English?
B: He understands American English, not Chinese-Cantonese.
5. A: Do we speak Chinese-Cantonese or British English?
B: We speak Chinese-Cantonese, not British English.
6. A: Do you study Chinese or English?
B: We study Chinese, not English.
7. A: Do I write Chinese, or English?
B: You write Chinese, not English.
8. A: Do they know Chinese-Cantonese or American English?
B: They know American English, not Chinese-Cantonese.
9. A: Do I teach Chinese-Cantonese or American English?
B: You teach Chinese-Cantonese, not American English.
10. A: Good-bye.
B: Good-bye.

LESSON 8

ORAL MATERIAL - RECOMBINATION

1. A: Neĩ tĩm à? Keĩ hó a-mă?
 B: Keĩ hó a. Neĩ ne?
 A: Hó hó.
2. A: Pin yat-cheung hai chí à?
 B: Ni yat-cheung hai chí.
3. A: Kóh cheung hai pò-chĩ; ni cheung hai mi-yě ne?
 B: Kóh cheung hai pò-chĩ; ni cheung hai i.
4. A: K'ui mǒ tš-tĩn; neĩ yaũ tš-tĩn mǒ à?
 B: K'ui mǒ tš-tĩn; ngǒh yaũ tš-tĩn.
5. A: Ni kaan uk yaũ moǎn, yaũ ts'eũng, mǒ mi-yě ne?
 B: Ni kaan uk yaũ moǎn, yaũ ts'eũng, mǒ ch'eung.
6. A: Neĩ-teĩ hôk Kwóng-Tung wâ* yik-waāk Meĩ-Kwòk wâ* à?
 B: Ngǒh-teĩ hôk Kwóng-Tung wâ*, m̄-hôk Meĩ-Kwòk wâ*.
7. A: Ngǒh kaaũ Kwóng-Tung wâ* yik-waāk hôk Kwóng-Tung wâ*?
 B: Neĩ kaaũ Kwóng-Tung wâ*, m̄-hôk Kwóng-Tung wâ*.
8. A: K'ui mĩng-paāk Kwóng-Tung wâ* mà?
 B: Mĩng-paāk, k'ui mĩng-paāk Kwóng-Tung wâ*.
9. A: Neĩ tũk Ying-Mān shue m̄-tũk à?
 B: M̄-tũk, ngǒh m̄-tũk Ying-Mān shue.
10. A: Ngǒh-teĩ m̄-kóng Meĩ-Kwòk wâ*, ngǒh-teĩ kóng mi-yě wâ* ne?
 B: Ngǒh-teĩ m̄-kóng Meĩ-Kwòk wâ*, ngǒh-teĩ kóng Kwóng-Tung wâ*.
11. A: K'ui sé Chung-Mān tš; neĩ tsô mi-yě à?
 B: K'ui sé Chung-Mān tš; ngǒh sé Ying-Mān tš.

LESSON 8

ORAL MATERIAL - RECOMBINATION

12. A: Neĩ ooĩ Kwóng-Tung wâ* yik-waâk Ying-Kwòk wâ* ne?
B: Ngõh ooĩ Ying-Kwòk wâ*, m-ooĩ Kwóng-Tung wâ*.
13. A: Neĩ-teĩ haĩ mi-yě yān, m-haĩ mi-yě yān?
B: Ngõh-teĩ haĩ Meĩ-Kwòk yān, m-haĩ Chung-Kwòk yān.
14. A: Neĩ m-tûk shue, neĩ tsô mi-yě à?
B: Ngõh m-tûk shue, ngõh sé ts2.
15. A: Tsoi-kin. T'ing-yât kin.
B: Ch'ing-ch'ing.
A: Ch'ing-ch'ing.

LESSON 8

WORD LIST

- | | |
|--------------------|-------------------------------|
| 1. tîm | how? in what manner? |
| 2. hôk | to learn, study |
| 3. kaaû | to teach |
| 4. kóng | to speak, talk, say, tell |
| 5. mǐng-paāk | to understand, understandable |
| 6. sé | to write |
| 7. Kwóng-Tung wā* | Chinese-Cantonese language |
| 8. Meī-Kwòk wā* | American language |
| 9. Chung-Mān shue | Chinese book |
| 10. tūk | to study, read |
| 11. Ying-Mān shue | English book |
| 12. Chung-Mān tsz̃ | Chinese character |
| 13. yik-waāk | or, either |
| 14. Chung-Kwòk yān | Chinese person |
| 15. Ying-Mān tsz̃ | English word |
| 16. Meī-Kwòk yān | American person |
| 17. ts'ing-tsz'ing | good-bye. |
| 18. ooī | to understand, know how |
| 19. k'uī-teī | they, them |
| 20. Ying-Kwòk wā* | English language |

LESSON 8

READING MATERIAL

571

廣 kwóng: broad; en-
larged.
廣告 kwóng-kò: adver-
tisement.
廣銷 kwóng siu: a wide
sale.
廣東 Kwóng-Tung: Kwang
Tung Province.
廣州 Kwóng-Chou: Canton.
廣西 Kwóng-Sai: Kwangsi
Province.

1356

東 tung: the east;
eastern; host;
master.
東方 tung-fong: the east;
Orient.
東京 Tung-King: Tokyo.
東家 tung-ka: head of
house or firm.

1401

話 wá, wá': language;
speech; word;
to speak.
會話 coi-wá: conversa-
tion.
不成話 pat-shing-wá:
nonsense.
話別 wá pít: to bid
farewell.

廣 東 話
廣東話

683

美 měi: beautiful;
excellent.
美麗 měi-lai: beauti-
ful.
美人 měi yān: a beau-
tiful woman.
美意 měi ÿ: excellent
idea; kind in-
tention.
美術家 měi-shùt ka: art-
ist.
美國 Měi-kwòk: USA.

559

國 kwòk: nation; coun-
try; kingdom.
國家 kwòk-ka: the state;
nation; na-
tional.
本國 poón kwòk: one's own
country.
外國 ngoi kwòk: foreign
nation.
國籍 kwòk-tsik: nationa-
lity; citi-
zenship.
國際 kwòk-tsal: inter-
national.

美 國
美國

LESSON 8

READING MATERIAL

397

教 k'au: to teach;
doctrine; reli-
gious system

教訓 k'au-fan: to in-
struct; lesson

教書 k'au shue: to
teach school

教員 k'au-uên: a
teacher

天主教 t'in-chue-k'au:
Roman Catholic

1028

先 sin: first; be-
fore; ahead.

先生 sin-shang: sir;
Mr, teacher.

先後 sin haü: first
and last; at
various times.

1129

地 tai: earth; ground;
place.

地方 tai-fong: locality;
place.

地圖 tai-t'ü: a map.

地點 tai-tin: location;
terminus;
place.

地位 tai-wai: one's place;
position in life.

教

先

地

教 先 地

教

先

地

1448

人 yän: man; person;
human.

人工 yän-kung: wages;
salary; la-
bor.

人格 yän-kaik: person-
ality; dispo-
sition.

人命 yän-meng: a life.

黑人 hak-yän: negro.

291

好 hō: to love; to
be fond of

好 hō: good; right
very

好彩 hō-ts'oi: for-
tunately

好處 hō ch'ue: merit;
advantage

好學 hō hok: fond of
study

人

好

人

好

人

好

LESSON 8

READING MATERIAL

Ni t1 學生係美國人, kóh t1 先生係 Chung-國人 .

我地學廣東話*, ㄇ - 學美國話*; 我地 sé Chung-Mán tsɛ̂, ㄇ - sé Ying-Mán tsɛ̂, tûk Chung-Mán shue, ㄇ-tûk Ying-Mán shue.

Ni kòh 先生係廣東人, 佢教廣東話*, ㄇ - 教美國話*, 佢係一 kòh hó 先生.

LESSON 8

WRITING MATERIAL

人	Character Number 1448		Radical Number 9	
	Stroke Number 2		人	
	ノ	人		
先	Character Number 1028		Radical Number 10	
	Stroke Number 6		儿	
	ノ	一	牛	先
生	Character Number 934		Radical Number 100	
	Stroke Number 5		生	
	ノ	一	二	生
佢	Character Number 534		Radical Number 9	
	Stroke Number 7		亻, 人	
	ノ	亻	亻	佢
地	Character Number 1129		Radical Number 32	
	Stroke Number 6		土	
	一	十	土	地

LESSON 9

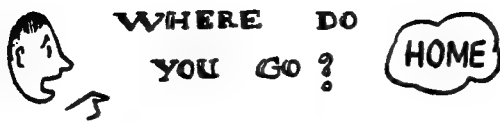
ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĩ peĩ mi-yě ngõh à?
K'ũĩ peĩ mi-yě neĩ ne?
Ngõh keĩ mi-yě peĩ k'ũĩ à?
Neĩ-teĩ sùng mi-yě peĩ ngõh-teĩ ne?
2. Pin-kòh sé sùn peĩ neĩ à?
Pin-kòh tá tĩn-wâ* peĩ ngõh à?
Pin-kòh peĩ ts'ĩn* peĩ k'ũĩ ne?
Pin-kòh sùng yě peĩ ngõh-teĩ ne?
3. Ngõh peĩ ts'ĩn* neĩ.
Neĩ sé sùn ngõh.
K'ũĩ tá tĩn-wâ* peĩ neĩ.
K'ũĩ-teĩ sùng yě peĩ neĩ-teĩ.
4. Neĩ peĩ m-peĩ ts'ĩn* ngõh ne?
K'ũĩ keĩ m-keĩ yě neĩ à?
Neĩ tá m-tá tĩn-wâ* peĩ k'ũĩ ne?
Neĩ-teĩ sé m-sé sùn peĩ ngõh-teĩ à?
5. Peĩ, ngõh peĩ ts'ĩn* neĩ.
Keĩ, k'ũĩ keĩ yě ngõh.
Tá, ngõh tá tĩn-wâ* peĩ k'ũĩ.
Sé, ngõh-teĩ sé sùn peĩ neĩ-teĩ.
6. M-peĩ, ngõh m-peĩ ts'ĩn* neĩ.
M-keĩ, k'ũĩ m-keĩ yě ngõh.
M-tá, ngõh m-tá tĩn-wâ* peĩ k'ũĩ.
M-sé, ngõh-teĩ m-sé sùn peĩ neĩ-teĩ.

LESSON 9

A

1



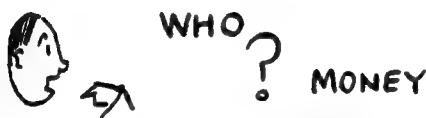
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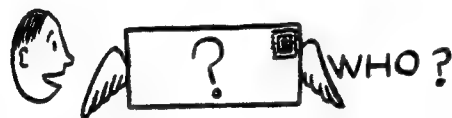
3



4



5



6



7



8



9



10

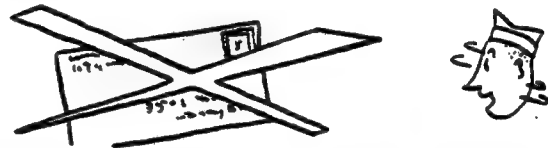


B



money

YES



YES
AND ? YOU

LESSON 9

ORAL MATERIAL - DIALOGUE

1. A: Neĩ huĩ pin shuè à?
B: Ngõh huĩ Lûk-Kwan Uẽ-Īn Hôk-Haaũ. Neĩ ne?
A: Ngõh faan uk-k'eĩ.
2. A: Ngõh peĩ mi-yě neĩ à?
B: Neĩ peĩ ts'in* ngõh.
3. A: Neĩ peĩ m-peĩ ts'in* k'ui à?
B: Peĩ, ngõh peĩ ts'in* k'ui.
4. A: Pin kòh peĩ ts'in* ngõh ne?
B: K'ui-teĩ peĩ ts'in* neĩ.
5. A: Neĩ-teĩ keĩ sùn peĩ pin kòh ne?
B: Ngõh-teĩ keĩ sùn peĩ k'ui.
6. A: K'ui sé sùn peĩ neĩ m-sé à?
B: M-sé, k'ui m-sé sùn peĩ ngõh.
7. A: Neĩ sùng m-sùng yě peĩ ngõh à?
B: Sùng, ngõh sùng yě peĩ neĩ.
8. A: K'ui tá tân-wâ* peĩ neĩ m-tá à?
B: M-tá, k'ui m-tá tân-wâ* peĩ ngõh.
9. A: Neĩ-teĩ tá m-tá tân-pò peĩ k'ui ne?
B: Tá, ngõh-teĩ tá tân-pò peĩ k'ui.
10. A: Neĩ tak-haãn mã.
B: Ngõh tak-haãn. Neĩ ne?
A: Ngõh m-tak-haãn.

LESSON 9

TRANSLATION OF DIALOGUE

1. A: Where are you going?
B: I am going to the Army Language School. And you?
A: I am going home.
2. A: What do I give you?
B: You give me money.
3. A: Do you give him money?
B: Yes, I do.
4. A: Who gives me money?
B: They give you money.
5. A: To whom do you send the letter?
B: We send the letter to him.
6. A: Did he write you?
B: No, he didn't.
7. A: Do you give a gift to me?
B: Yes, I do.
8. A: Does he call you by telephone?
B: No, he doesn't.
9. A: Do you send a telegram to him?
B: Yes, we do.
10. A: Are you free?
B: Yes, I am. And you?
A: No, I am not free.

LESSON 9

ORAL MATERIAL - RECOMBINATION

1. A: Neĩ huĩ pin shuê à?
B: Ngõh faan uk-k'ei. Neĩ ne?
A: Ngõh huĩ hôk-haaũ.
2. A: Ni cheung hai m-hai t'oi*? Kóh cheung hai i m-hai?
B: Kóh cheung hai t'oi*. Ni cheung m-hai i.
3. A: Ni kaan paan-fōng* yaũ sin-shaang mǒ à? Kóh kaan paan-fōng* yaũ hôk-shaang mã?
B: Ni kaan paan-fōng* yaũ sin-shaang. Kóh kaan paan-fōng* mǒ hôk-shaang.
4. A: Ni chi m-hai uēn-pat, pin yat-chi hai uēn-pat?
B: Kóh chi m-hai uēn-pat, ni yat-chi hai uēn-pat.
5. A: Ni pō hai ts'ó-kó-pō* yik-waāk hai wā*-pò?
B: Kóh pō hai ts'ó-kó-pō*, m-hai wā*-pò.
6. A: K'ui huĩ kaai; neĩ tsô mi-yě ne?
B: K'ui huĩ kaai; ngõh tũk shue.
7. A: Neĩ-teĩ hôk Kwóng-Tung wā* mã?
B: Hôk, ngõh-teĩ hôk Kwóng-Tung wā*.
8. A: Neĩ peĩ m-peĩ ts'in* k'ui à? K'ui sé m-sé sùn peĩ neĩ ne?
B: Ngõh peĩ ts'in* k'ui. K'ui m-sé sùn peĩ ngõh.
9. A: K'ui peĩ mi-yě neĩ-teĩ à? Neĩ-teĩ peĩ mi-yě k'ui ne?
B: K'ui peĩ shue ngõh, ngõh peĩ ts'in* k'ui.
10. A: Neĩ keĩ sùn peĩ pin kòh, sùng yě peĩ pin kòh, maaĩ yě peĩ pin kòh?

LESSON 9

ORAL MATERIAL - RECOMBINATION

B: Ngõh kei sùn pei sin-shaang, sùng yě pei k'ui-tei,
maaĩ yě pei nei.

11. A: K'ui-tei m-sé sùn pei nei, k'ui-tei sé sùn pei pin kòh?

B: K'ui-tei m-sé sùn pei ngõh, k'ui-tei sé sùn pei nei.

12. A: Ngõh tá tin-wâ* pei nei. Nei tá m-tá tin-wâ* pei ngõh?

B: Nei tá tin-wâ* pei ngõh. Ngõh tá tin-wâ* pei nei.

13. A: Nei tá tin-pò pei k'ui yik-waâk sé sùn pei k'ui?

B: Ngõh tá tin-pò pei k'ui, m-sé sùn pei k'ui.

14. A: Pin kòh tá tin-wâ* pei ngõh? Pin kòh sùng yě pei ngõh?

B: K'ui tá tin-wâ* pei nei. K'ui-tei sùng yě pei nei.

15. A: Nei tak m-tak-haân â?

B: Ngõh tak-haân. Nei ne?

A: Ngõh tak-haân.

LESSON 9

WORD LIST

1. pei	to give, indirect object agent
2. sùng	to present to
3. kei	to mail
4. tá tân-wâ*	to make a telephone call, to tele-
5. tá tân-pò	to send a telegram phone
6. ts'in*	money
7. sùn	letter
8. sé sùn	to write a letter
9. yě	thing, object, affair
10. pin shuè	where?
11. Lûk-Kwan	Army
12. uě-in	language
13. hôk-haaû	school
14. tak-haân	to have leisure, be free, not occupied
15. faan	to return to, return from
16. uk-k'eî	home
17. faan uk-k'eî	to go home

LESSON 9

READING MATERIAL

646

陸 lûk: dry land.
 陸續 lûk-tsûk: continuous; in succession.
 陸軍 lûk-kwan: army.
 陸地 lûk-tef: land.
 大陸 taaf-lûk: mainland; continent.

557

軍 kwan: army; military.
 軍隊 kwan-tui: a body of soldiers.
 軍人 kwan-yân: soldier.
 軍火 kwan-fôh: ammunition.
 軍器 kwan-hei: military implements; weapons.

1378

語 uê: word; saying; to converse.
 古語 kôo uê: archaism.
 隱語 yán uê: cryptic language.
 語法 uê-fa: grammar.

陸

軍

語

陸

軍

語

陸

軍

語

356

言 in: words; to speak
 言語 in-uê: language; words
 宣言 suen-in: declaration
 言論 in-lûn: speech; expression of ideas

145

中 chung: middle; center; within
 中 chung: right; exactly
 中間 chung-kaan: middle; in between
 中意 chung-î: to like
 打中 tai-chung: hit the mark

言

中

言

中

言

中

LESSON 9

READING MATERIAL

672

文 mǐn: literature;
literary; ele-
gant; civil.
文法 mǐn-fǎt: grammar;
rule of compo-
sition.
唐文 T'ŭng-Mǐn: Chinese.
中文 Chung-Mǐn: Chinese.
古文 k'ò-fǎn: classics.
文化 mǐn-fà: culture; ci-
vilization.

1008

書 shue: book; letter;
writing; docu-
ment.
書籍 shue-tāik: book.
圖書館 t'ŭ-shue-hoàn:
a library.

1485

英 ying: excellent; va-
liant; brave.
英雄 ying-hŭng: hero;
knight.
英國 Ying-Kuò: England.
英文 Ying-Mǐn: the Eng-
lish language

文

書

英

文

書

英

文

書

英

504

講 k'ōng: to talk; to
explain; to
discuss.
講話 k'ōng wǎ: to talk;
to speak.
講笑 k'ōng sǎ: to joke.
講和 k'ōng t'ŭh: agree-
ment reach-
ed.
講究 k'ōng-k'au: particu-
lar.

1352

讀 t'uk: to read aloud;
to study.
讀書 t'uk shue: to read;
to study.
讀熟 t'uk shūk: to stu-
dy enough to
be able to re-
cite.

講

讀

讀

講

讀

講

讀

LESSON 9

READING MATERIAL

N1 問係美國陸軍語言學校。

N1 t1 先生係中國人，係廣東人；學生係美國人，m- 係中國人。

我地 m-ooi 講廣東話*，m-ooi sé 中文 ts2: kóh kóh
先生教我地講廣東話*，讀中文書，sé 中文 ts2:
我地 m- 講英文，m- 讀英文書，m- sé 英文 ts2.

LESSON 9

WRITING MATERIAL

語	Character Number 1378				Radical Number 149			
	Stroke Number 14				言			
	讠	讠	讠	讠	言	言	言	言
言	Character Number 356				Radical Number 149			
	Stroke Number 7				言			
	讠	讠	讠	讠	言	言	言	言
學	Character Number 300				Radical Number 39			
	Stroke Number 16				子			
	讠	讠	讠	讠	讠	讠	讠	讠
校	Character Number 246				Radical Number 75			
	Stroke Number 10				木			
	一	才	才	才	才	才	才	才
教	Character Number 397				Radical Number 66			
	Stroke Number 11				攴, 攴			
	一	十	土	井	井	井	井	井

LESSON 10

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Wōng-Sin-Shaang haî tîm-yeûng* kê yān à?
Wōng T'aai-T'aai* haî tîm-yeûng* kê nuǐ-yān* ne?
Neǐ haî tîm-yeûng* kê hôk-shaang à?
2. Wōng-Sin-Shaang haî hó kê mi-yě à?
Wōng T'aai-T'aai* haî lèng kê mi-yě ne?
Neǐ haî ts'ung-mǐng kê mi-yě à?
3. Pin-kòh haî hó kê yān à?
Pin kòh haî lèng kê nuǐ-yān* ne?
Pin kòh haî ts'ung-mǐng kê hôk-shaang à?
4. Wōng-Sin-Shaang haî m̄-haî hó kê à?
Wōng-T'aai-T'aai* haî m̄-haî lèng kê ne?
Neǐ haî m̄-haî ts'ung-mǐng kê à?
5. Ni kà ch'e haî hó kê mà?
Kóh yat-kà ch'e haî kwai kê mà?
Kóh kà ch'e haî p'ēng kê mà?
6. Wōng-Sin-Shaang haî hó kê yān.
Wōng T'aai-T'aai* haî lèng kê nuǐ-yān*.
Neǐ haî ts'ung-mǐng kê hôk-shaang.
7. M̄-haî, Wōng-Sin-Shaang m̄-haî hó kê.
M̄-haî, Wōng-T'aai-T'aai* m̄-haî lèng kê.
M̄-haî, neǐ m̄-haî ts'ung-mǐng kê.
8. Ni kà ch'e haî hó kê.
Kóh yat-kà ch'e haî kwai kê.
Kóh kà ch'e haî p'ēng kê.

LESSON 10

ORAL MATERIAL - STRUCTURAL PATTERNS

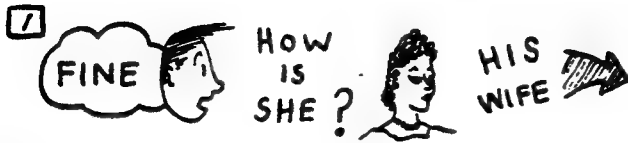
9. Ni kâ ch'e m-haî hó kè.

Kóh yat-kâ ch'e m-haî kwai kè.

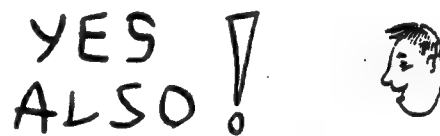
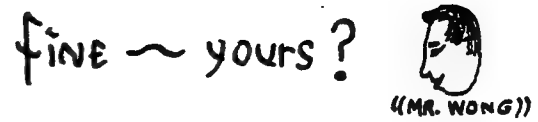
Kóh kâ ch'e m-haî p'êng kè.

LESSON 10

A



B



LESSON 10

ORAL MATERIAL - DIALOGUE

1. A: Wōng Sin-Shaang, neĩ kè t'aai-t'aai* hó mà?
B: K'ui hó hó. Neĩ kè t'aai-t'aai* ne?
A: K'ui to hó hó.
2. A: Wōng Sin-Shaang hai tim-yeung* kè naam-yān* à?
B: Wōng Sin-Shaang hai hó kè naam-yān*.
3. A: Wōng T'aai-T'aai* hai tim-yeung* kè nui-yān* ne?
B: Wōng T'aai-T'aai* hai hó lèng kè nui-yān*.
4. A: Leĩ Sin-Shaang hai m-hai hó ts'ung-ming kè hôk-shaang?
B: Hai, Leĩ Sin-Shaang hai hó ts'ung-ming kè hôk-shaang.
5. A: Leĩ Sin-Shaang hai m-hai hó poón-sz kè naam-yān* ne?
B: Hai, Leĩ Sin-Shaang yik hai hó poón-sz kè naam-yān*.
6. A: Ni kà ch'e hai m-hai hó kwei kè à?
B: Hai, ni kà ch'e hai hó kwei kè.
7. A: Kóh kà ch'e hai m-hai hó kwei kè ne?
B: Hai, kóh kà ch'e to hai hó kwei kè.
8. A: Ni kà ch'e hai m-hai hó p'eng kè à?
B: M-hai, ni kà ch'e m-hai hó p'eng kè.
9. A: Kóh kà ch'e hai m-hai hó p'eng kè ne?
B: M-hai, kóh kà ch'e yik-to m-hai hó p'eng kè.
10. A: Tui m-chuê. Tui m-chuê.
B: M-kán-iù. M-kán-iù.

LESSON 10

TRANSLATION OF DIALOGUE

1. A: How is your wife, Mr. Wōng?
B: She is fine. How is your wife?
A: She is fine also.
2. A: What kind of a man is Mr. Wōng?
B: Mr. Wōng is a good man.
3. A: What kind of a woman is Mrs. Wōng?
B: Mrs. Wōng is a very beautiful woman.
4. A: Is Mr. Leī a very intelligent student?
B: Yes, Mr. Leī is a very intelligent student.
5. A: Is Mr. Leī a very capable man?
B: Yes, Mr. Leī is also a very capable man.
6. A: Is this car very expensive?
B: Yes, this car is very expensive.
7. A: Is that car very expensive?
B: Yes, that car is also very expensive.
8. A: Is this car very cheap?
B: No, this car is not very cheap.
9. A: Is that car very cheap?
B: No, that car is not very cheap also.
10. A: Pardon me.
B: It doesn't matter.

LESSON 10

ORAL MATERIAL - RECOMBINATION

1. A: T'aai-t'aai* hō mà?
 B: K'ui kei hō. Neĩ kē t'aai-t'aai* ne?
 A: K'ui to hō hō.
2. A: Wōng Sin-Shaang hai tim-yeung* kē naām-yān* à?
 B: Wōng Sin-Shaang hai hō ts'ung-ming kē naām-yān*.
3. A: Ni kà hai tim-yeung* kē ch'e ne?
 B: Kōh kà hai hō kwai kē ch'e.
4. A: Leĩ T'aai-T'aai* hai tim-yeung* kē nuĩ-yān* à?
 B: Leĩ T'aai-T'aai* hai hō poón-sz kē nuĩ-yān*.
5. A: Ni poón hai m-hai hō p'eng kē tsz-tin; kōh poón hai m-hai hō p'eng kē wā*-pò?
 B: Hai, ni poón hai hō p'eng kē tsz-tin; kōh poón to hai hō p'eng kē wā*-pò.
6. A: Kōh kōh hai m-hai hō lèng kē nuĩ-yān*, hai m-hai hō poón-sz kē nuĩ-yān*?
 B: M-hai, kōh kōh m-hai hō lèng kē nuĩ-yān*, yik m-hai hō poón-sz kē nuĩ-yān*.
7. A: Ni yat-kōh Meĩ-Kwòk yān hai hō ts'ung-ming kē, yik-waak hō m-ts'ung-ming kē ne?
 B: Ni yat-kōh Meĩ-Kwòk yān hai hō ts'ung-ming kē.
8. A: Kōh yat-kōh Chung-Kwòk hōk-shaang hai hō poón-sz kē; ni yat-kōh Ying-Kwòk hōk-shaang hai tim-yeung* kē?
 B: Kōh yat-kōh Chung-Kwòk hōk-shaang hai hō poón-sz kē; ni yat-kōh Ying-Kwòk hōk-shaang yik-to hai hō poón-sz kē.

LESSON 10

ORAL MATERIAL - RECOMBINATION

9. A: Ni yat-pô ts²-tîn hai tím-yeûng* kê, m-hai tím-yeûng* kê?
B: Kôh yat-pô ts²-tîn hai hó kwai kê, m-hai hó p'êng kê.
10. A: Ni kaan hôk-haaü yaü mǝ hó hó kê sin-shaang; kôh kaan hôk-haaü yaü mǝ hó hó kê sin-shaang â?
B: Yaü, ni kaan hôk-haaü yaü hó hó kê sin-shaang; kôh kaan hôk-haaü yik-to yaü hó hó kê sin-shaang.
11. A: Ni kaan uk yaü hó lêng kê mi-yě; kôh kaan uk yaü hó lêng kê mi-yě?
B: Ni kaan uk yaü hó lêng kê nuĩ-yân*; kôh kaan uk to yaü hó lêng kê nuĩ-yân*.
12. A: Neĩ maaĩ yat-kâ hó kwai kê mi-yě, yat-kaan hó p'êng kê mi-yě?
B: Ngõh maaĩ yat-kâ hó kwai kê ch'e, yat-kaan hó p'êng kê uk.
13. A: Pin cheung pǝ-chí hai hó kê; pin cheung pǝ-chí m-hai hó kê?
B: Ni yat-cheung pǝ-chí hai hó kê; kôh yat-cheung pǝ-chí m-hai hó kê.
14. A: Pin kôh hôk-shaang hai ts'ung-ming kê; pin kôh hôk-shaang m-hai ts'ung-ming kê?
B: Kôh kôh hôk-shaang hai ts'ung-ming kê; ni kôh hôk-shaang m-hai ts'ung-ming kê.
15. A: Tuĩ m-chuê, tuĩ m-chuê. Ngõh tsaü là.
B: M-kân-iü, m-kân-iü. Maân maân* haäng.

LESSON 10

WORD LIST

- | | |
|---------------------------|---|
| 1. tui-m-shuê, tui-m-chuê | sorry, excuse me, pardon me |
| 2. m-kán-iù | it doesn't matter, not at all,
it's all right. |
| 3. t'aai-t'aai* | Mrs., wife |
| 4. Wōng | surname |
| 5. Leĩ | surname |
| 6. nuĩ-yān* | woman, female |
| 7. naām-yān* | man, male |
| 8. tīm-yeûng* | how?
in what manner? |
| 9. yîk | also, moreover, too, in addition to |
| 10. to | also, too |
| 11. lèng | beautiful, handsome, in good
quality |
| 12. poón-sz | capable |
| 13. ts'ung-mīng | intelligent, clever |
| 14. p'ēng (p'īng) | inexpensive, economical |
| 15. kwai | expensive |
| 16. kà | AN, frame; final particle,
fusion form of kè and à |
| 17. ch'e | car, automobile |
| 18. kè | possessive or modifying
particle, that, which |
| 19. yîk-to | also, too |

LESSON 10

READING MATERIAL

729

男 nán: man; male;
son.

男人 nán-yán: a man; hus-
band.

男女 nán nǚ: man and
woman.

775

女 nǚ: female; girl;
daughter.

女人 nǚ-yán: a woman.

女子 nǚ-tsé: a young
lady.

婦女 fū-nǚ: women in
general.

1090

太 t'ai: too; very;
extreme; term
of respect.

太過 t'ai-tò: to go
too far; out
of proportion.

太多 t'ai-tò: too
much.

男

女

太

男

女

太

男

女

太

1331

字 ts'ì: letter; char-
acter; symbol;
word; name.

字母 ts'ì-mò: alphabet;
vowel.

草字 ts'ò ts'ì: the run-
ning hand word.

生字 shang ts'ì: unfam-
iliar or uncon-
mon character or
word.

1365

疼 t'ing: ache; pain;
to feel a pain.

疼爱 t'ing-ai: to love
deeply.

字

疼

字

疼

字

疼

LESSON 10

READING MATERIAL

1159

都 to: even; also;
a capital;
city.

我都去 ngōh to hui: I
also go.

京都 king-to: the ca-
pital.

552

貴 kwei: valuable; ex-
pensive.

貴姓 kwei sing: what is
your surname?

貴幹 kwei kón: your busi-
ness.

貴重 kwei-chung: to value
highly; valuable.

富貴 fò-kwai: wealth and
honor.

高貴 ko-kwai: high-born;
high class.

47

車 ch'e: cart, vehicle
(Cl. 輛)

車 kwei: (lit pro) cart

汽車 hēi-ch'e: automobile

火車 fō-ch'e: a train

電車 tsi-ch'e: tram car

車輪 ch'e-lín: wheel

都

貴

車

都 貴 車

1435

黃 wōng: yellow; im-
perial.

黃豆 wōng-tai: soy bean.

黃昏 wōng-fan: twilight;
eventide.

黃河 wōng-hē: The Yel-
low River.

598

李 lei: plum; a very
common surname.

李仔 lei' tsai: plum.

黃

李

黃 李

LESSON 10
READING MATERIAL

黃二係學生。佢係美國陸軍語言學校^{kè}學生；李四亦都係ⁿⁱ間學校^{kè}學生。黃二讀中文書。^{sé}中文字；李四亦都讀中文書。^{sé}中文字。

黃二係男人*，係一^{kòh}好好^{kè}人；李四亦係男人*，亦係一^{kòh}好好^{kè}人；佢地都係^{hó ch'ung-ming} ^{kè}人。佢地都有^{hó}貴^{kè}車；黃二有太太*，黃太太*係一^{kòh}好^{ch'ung-ming} ^{kè}女人*；李四亦都有太太*，李太太*亦都係一^{kòh}好^{ch'ung-ming} ^{kè}女人*。

LESSON 10

WRITING MATERIAL

陸	Character Number 646		Radical Number 170	
	Stroke Number 10		阝, 阜	
	3	阝	阝一	阝十
軍	Character Number 557		Radical Number 159	
	Stroke Number 9		車	
	1	冂	冂	冂
讀	Character Number 1352		Radical Number 149	
	Stroke Number 22		言	
	言	言一	言十	言士
中	Character Number 145		Radical Number 2	
	Stroke Number 4		丨	
	1	冂	冂	中
文	Character Number 672		Radical Number 67	
	Stroke Number 4		文	
	1	一	一	文

LESSON 11

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Kam-yât kè t'in-hei hó m-hó à?
Neĩ kè t'aai-t'aai* ko m-ko ne?
K'ui kè sai-man-tsaí ai m-ai à?
2. Kam-yat ít m-ít à?
Neĩ kwooi m-kwooi ne?
K'ui mōng m-mōng à?
3. Kam-yât k'ui hó mà?
Tsòk-yât neĩ mōng mà?
Ts'in-yât neĩ-tei kwooi mà?
4. K'ui kam-yât hó m-hó à?
Neĩ tsòk-yât mōng m-mōng ne?
Neĩ-tei ts'in-yât kwooi m kwooi à?
5. Kam-yât kè t'in-hei hó.
Ngõh kè t'aai-t'aai* ko.
K'ui kè sai-man-tsaí ai.
6. Kam-yât ít.
Kam-yât kei ít.
Kam-yât hó ít.
Kam-yât fei-sheung-chi ít.
Kam-yât t'aai ít.
7. Hó, kam-yât k'ui hó.
Mōng, tsòk-yât ngõh mōng.
Kwooi, ts'in-yât ngõh-tei kwooi.

LESSON 11

ORAL MATERIAL - STRUCTURAL PATTERNS

8. Hó, k'uĩ kam-yât hó hó.

Mōng, ngōh tsòk-yât keĩ mōng.

Kwooĩ, ngōh-teĩ ts'ín-yât fei-sheũng-chi kwooĩ.

9. M̄-hó, kam-yât k'uĩ m̄-hó.

M̄-mōng, tsòk-yât ngōh m̄-mōng.

M̄-kwooĩ, ts'ín yât ngōh-teĩ m̄-kwooĩ.

10. M̄-hó, k'uĩ kam-yât m̄-haĩ hó hó.

M̄-mōng, ngōh tsòk-yât m̄-haĩ keĩ mōng.

M̄-kwooĩ, ngōh-teĩ ts'ín-yât m̄ haĩ fei-sheũng-chi kwooĩ.

LESSON 11

A	B
<p>1 HOW ARE YOU? BEEN BUSY? NO!</p>	<p>VERY! AND YOU?</p>
<p>2 IS FINE? IS NOT</p>	<p>YES VERY FINE</p>
<p>3 YESTERDAY</p>	<p>QUITE HOT!</p>
<p>4 WAS? WAS NOT COLD</p>	<p>YES EXTREMELY</p>
<p>5 HIS WIFE</p>	<p>QUITE TALL</p>
<p>6 CHILD SHORT?</p>	<p>NO!</p>
<p>7 MY CHILD FAT?</p>	<p>TO THIN</p>
<p>8 MY CHILD BIG?</p>	<p>NO! VERY (HE) (SHE) SMALL</p>
<p>9 TIRED?</p>	<p>EXTREMELY TIRED</p>
<p>10 ? feel</p>	<p>and you?</p>

LESSON 11

ORAL MATERIAL - DIALOGUE

1. A: Tím à, kân-loi* mōng mà?
B: Kân-loi* hó mōng. Neĩ ne?
A: Ngõh kân-loi* m-mōng.
2. A: Kam-yât kè t'in-heĩ hó m-hó à?
B: Hó, kam-yât kè t'in-heĩ hó hó.
3. A: Tsòk-yât ít m-ít ne?
B: Ít, tsòk-yât keĩ ít.
4. A: Ts'in-yât laǎng m-laǎng à?
B: Laǎng, ts'in-yât fei-sheŭng-chi laǎng.
5. A: Neĩ kè t'aai-t'aai* ko mà?
B: Ko, ngõh kè t'aai-t'aai* keĩ ko.
6. A: K'ui kè sai-man-tsaĩ aĩ mà?
B: M-aĩ, k'ui kè sai-man-tsaĩ m-aĩ.
7. A: Ngõh kè sai-man-tsaĩ fei mà?
B: M-fei, neĩ kè sai-man-tsaĩ m-fei; k'ui t'aai shaũ.
8. A: Ngõh kè sai-man-tsaĩ taaĩ m-taaĩ à?
B: M-taaĩ, neĩ kè sai-man-tsaĩ m-taaĩ; k'ui hó sai.
9. A: Neĩ-teĩ kam-yât kwooĩ m-kwooĩ à?
B: Kwooĩ, ngõh-teĩ kam-yât fei-sheŭng-chi kwooĩ.
10. A: Neĩ kam-yât kòk tak tím à?
B: Ngõh kam-yât kòk tak hó hó. Neĩ ne?
A: Ngõh kam-yât kòk tak m-haĩ keĩ hó.

LESSON 11

TRANSLATION OF DIALOGUE

1. A: How are you? Have you been busy lately?
B: I have been very busy lately. And you?
A: I haven't been busy lately.
2. A: Is the weather fine today?
B: Yes, the weather is very fine today.
3. A: Was it hot yesterday?
B: Yes, it was quite hot yesterday.
4. A: Was it cold the day before yesterday?
B: Yes, it was extremely cold the day before yesterday.
5. A: Is your wife tall?
B: Yes, my wife is quite tall.
6. A: Is his child short?
B: No, his child is not short.
7. A: Is my child fat?
B: No, your child is not fat; he is too thin.
8. A: Is my child big?
B: No, your child is not big; he is very small.
9. A: Are you tired today?
B: Yes, we are extremely tired today.
10. A: How do you feel today?
B: I feel very well today. And you?
A: I don't feel very well today.

LESSON 11

ORAL MATERIAL - RECOMBINATION

1. A: Sin-Shaang, neĩ kân-loĩ* keĩ hó a mã?
B: Keĩ hó a. Neĩ ne?
A: Ngõh to hó hó.
2. A: Neĩ hó mã?
B: Hó, ngõh hó hó.
3. A: K'ui kè sai-man-tsaĩ feĩ mã?
B: M-feĩ, k'ui kè sai-man-tsaĩ m-feĩ. K'ui hó shaũ.
4. A: Ni kòh nuĩ-yân* tím-yeũng* ne?
B: Kòh kòh nuĩ-yân* hó lèng. K'ui m-ko m-aĩ.
5. A: Kam-yât ni kòh hôk-shaang tím-yeũng* à?
B: Kam-yât ni kòh hôk-shaang keĩ hó.
6. A: Tsòk-yât kè t'in-heĩ tím-yeũng* ne?
B: Tsòk-yât kè t'in-heĩ fei-sheũng-chi hó, m-laǎng m-ít.
7. A: Ts'in-yât laǎng m-laǎng à?
B: M-laǎng, ts'in-yât m-haĩ t'aai laǎng.
8. A: Neĩ kè t'aai-t'aai* kam-yât haĩ m-haĩ hó mǒng ne?
B: M-haĩ, k'ui kam-yât m-haĩ hó mǒng. K'ui kam-yât hó tak-haân.
9. A: Kòh kà ch'e fei-sheũng-chi kwaĩ yik-waāk fei-sheũng-chi p'èng à?
B: Kòh kè ch'e m-haĩ fei-sheũng-chi kwaĩ, yik-to m-haĩ fei-sheũng-chi p'èng.

LESSON 11

ORAL MATERIAL - RECOMBINATION

10. A: Meī-Kwòk yān hó ko, hó taaí, yik-waák hó aí, hó sai.
B: Meī-Kwòk yān hó ko, hó taaí; m̄-haí hó aí, hó sai.
11. A: Ni kaan paan-fōng* kè ch'eung, ts'eūng, moōn, tim-yeūng* ne?
B: Ni kaan paan-fōng* kè ch'eung, ts'eūng, moōn m̄-haí kei ko, yik-to m̄-haí kei aí.
12. A: Kòh kòh naām-yān* kè sai-man-tsaí tim-yeūng* à?
B: Kòh kòh naām-yān* kè sai-man-tsaí m̄-haí t'aai fei, m̄-haí t'aai shaù, yik m̄-haí t'aai taaí, t'aai sai.
13. A: Kam-yât kè t'in-hei fei-sheūng-chi hó, m̄-laǎng m̄-ít. Neí huí m̄-huí kaai, maaí m̄-maaí yě ne?
B: Kam-yât kè t'in-hei fei-sheūng-chi hó, m̄-laǎng m̄-ít. Ngõh huí kaai, ngõh maaí yě.
14. A: Kam-yât t'aai laǎng. Neí tsô mi-yě à?
B: Kam-yât t'aai laǎng. Ngõh m̄-huí kaai. Ngõh tá tín-wâ* peí ngõh kè t'aai-t'aai*.
15. A: Leí Sin-Shaang, kam-yât mōng mã?
B: Ngõh kam-yât hó mōng. Neí ne?
A: Ngõh kam-yât yik-to hó mōng.

LESSON 11

WORD LIST

1. t'in-hei	weather
2. kam-yât	today
3. tsòk-yât	yesterday
4. ts'in-yât	day before yesterday
5. kân-loi	recently, lately
6. sai-man-tsaï	child, son
7. kei	quite, a few, several, how? how many?
8. t'aai	too, excessively
9. fei-sheŭng-chi	extremely, exceedingly
10. ko	tall, high, superior
11. taaî	big, old in age, large
12. sai	small, young, slender
13. fei	fat, bulky, greasy
14. shaù	skinny, thin
15. laǎng	cold, chilly
16. ît	hot, warm
17. ai	short in height
18. mōng	busy
19. kwooi	tired, weary
20. kòk-tak	to feel

READING MATERIAL

1142

天 t'in: heaven; sky;
celestial;
day.

好天 hó t'in: fine wea-
ther

天氣 t'in-héi atmos-
phere climate.

天聰 t'in ts'ung in-
telligence;
ability.

天時 t'in-shí weather;
season.

270

氣 héi: air; gas;
temper

空氣 hung-héi: air

氣候 héi-héi: climate;
temperature

氣力 héi-lík: streng-
th

斷氣 t'uen héi: to
die

1452

日 yât: the sun; a
day; daily.

日用 yât yung: daily
expense; ne-
cessities.

日曆 yât-lík: calen ar.

日本 yât-Poon: Japan

天 氣 日
天 氣 日

439

幾 kéi: how many? how?
a few; several.

幾時 kéi-shí: when?

幾個 kéi kón: several.

幾多 kéi-ton: how many?

第幾 tái-kéi: which(of
them)? what
number?

592:

冷 láng: cold; chilly.

冷淡 láng-tám: indif-
ferent; dull.

冷笑 láng siú: sneer;
cynical laugh.

發冷 faát láng: to have
a chill(ma-
laria)

好冷 hó láng: very cold
(weather).

幾 几 冷
幾 冷

LESSON 11

READING MATERIAL

362

熱 it: hot; heat;
burning
天熱 t'in it: hot
weather; sum-
mer time
發熱 fāt it: fever
熱心 it-sun: zealous;
devoted

1079

大 taai: great; big;
noble.
大人 taai-yān: a grown
man; a great
man; your ho-
nor.
大半 taai poon: more
than half;
mostly.
大雨 taai uē: heavy rain.
大海 taai hoi: high sea.

910

細 sai: small; fine;
delicate.
細聲 sai sheng: in a
whisper.
細心 sai-sam: heedful;
careful.

熱 熱 大 細
熱 大 細
熱 熱 大 細

375

街 k'ai: thorough-
fare; street
出街 ch'ut k'ai: to go
out
行街 hāng k'ai: to
stroll about
街市 k'ai-shī: market

1240

牆 ts'eūng: wall.
牆壁 ts'eūng-pik: wall.

街 牆
街 牆
街 牆

LESSON 11

READING MATERIAL

黃先生講廣東話*。佢 kè 女* m-ooY 講廣東話*。

黃先生好 ko。好大。好 feī；佢 kè 女*好 ai。
好細。好 shau。

Kam-日天氣幾好。m-冷 m-熱。黃先生 hui 街。
佢 kè 女*亦都 hui 街；佢地 tá tîn-pò peí 黃太太*。亦都
kei ts'in* peí 黃太太。

黃太太* sé sùn peí 黃先生。亦都 sùng yě peí 佢 kè 女*。

LESSON 11

WRITING MATERIAL

講	Character Number 504		Radical Number 149	
	Stroke Number 17		言	
	讠	讠	讠	讠
廣	Character Number 571		Radical Number 53	
	Stroke Number 15		广	
	广	广	广	广
東	Character Number 1356		Radical Number 75	
	Stroke Number 8		木	
	一	一	一	一
話	Character Number 1401		Radical Number 149	
	Stroke Number 13		言	
	讠	讠	讠	讠
書	Character Number 1008		Radical Number 73	
	Stroke Number 10		日	
	丿	丿	丿	丿

LESSON 12

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Pin chi uēn-pat ch'eūng kwòh ni chi uēn-pat à?
Pin kà ch'e kwai kwòh ni kà ch'e ne?
Pin kòh yān ko kwòh ni kòh yān à?
Pin yat-kòh sai-man-tsaï ts'ung-ming kwòh kòh kòh sai-man-tsaï ne?
2. Pin yât kè t'in-hei laäng kwòh kam-yât kè t'in-hei à?
Neĩ kè ts'in* toh kwòh pin-kòh kè ts'in* ne?
Ngõh kè ch'e sai kwòh pin-kòh kè ch'e à?
Pin kòh kè tsai-nui* shiú kwòh pin-kòh kè tsai-nui* ne?
3. Pin chi uēn-pat pei-kaaù ni chi uēn-pat ch'eūng ti à?
Kòh yat-chi fân-pat pei pin yat-chi fân-pat tuén hó toh ne?
Ts'in-maän pei-kaaù pin yat-maän nuén hó toh à?
Pin kaan hôk-haaü pei kòh kaan hôk-haaü taaï ti ne?
4. K'ui kè sai-man-tsaï yaü mǝ neĩ kè sai-man-tsaï kòm ts'ung-ming à?
Neĩ kè ts'in* yaü mǝ k'ui kè ts'in* kòm toh ne?
Ngõh kè Kwóng-Tung Wâ* yaü mǝ k'ui kè Kwóng-Tung-Wâ* kòm hó ne?
Neĩ-teĩ kè paan-fōng* yaü mǝ k'ui-teĩ kè paan-fōng* kòm taaï à?
5. Ngõh t'ūng neĩ t'ūng k'ui, pin-kòh tsui ko, pin kòh chi ai à?
Neĩ t'ūng k'ui t'ūng k'ui, pin kòh chi taaï. pin kòh tsui sai ne?

LESSON 12

ORAL MATERIAL - STRUCTURAL PATTERNS

Ngõh t'ūng neĩ t'ūng k'uĩ, ngõh tsuĩ ko, k'uĩ chỉ aĩ.

Neĩ t'ūng k'uĩ t'ūng k'uĩ, neĩ chỉ taaĩ, k'uĩ tsuĩ sai.

6. Kòh chi uēn-pat ch'eūng kwòh ni chi uēn-pat.

Nĩ kà ch'e kwai kwòh ni kà ch'e.

Ni yat-kòh yān ko kwòh ni kòh yān.

Ni yat-kòh sai-man-tsaĩ ts'ung-mĩng kwòh kòh yat-kòh sai-man-tsaĩ.

7. Tsòk-yat kè t'in-heĩ laāng kwòh kam-yat kè t'in-heĩ.

Ngõh kè ts'in* toh kwòh neĩ kè ts'in*.

Neĩ kè ch'e sai kwòh ngõh kè ch'e.

K'uĩ kè tsaĩ-nuĩ* shiú kwòh neĩ kè tsaĩ-nuĩ*.

8. Kòh-yat-chi uēn-pat peĩ-kaaũ ni-chi uēn-pat ch'eūng ti.

Kòh-yat-chi fán-pat peĩ ni-yat-chi fán-pat tuén hó toh.

Ts'in-māan peĩ-kaaũ kam-maān nuēn hó toh.

Ni kaan hòk-haaũ peĩ kòh kaan hòk-haaũ taaĩ ti.

9. K'uĩ kè sai-man-tsaĩ yaũ neĩ kè sai-man-tsaĩ kòm ts'ung-mĩng.

K'uĩ kè sai-man-tsaĩ mǎ neĩ kè sai-man-tsaĩ kòm ts'ung-mĩng.

Ngõh kè ts'in* yaũ k'uĩ kè ts'in* kòm toh.

Ngõh kè ts'in* mǎ k'uĩ kè ts'in* kòm toh.

LESSON 12

A

- 1 NO! ? EATEN
- 2 ? CHALK WHICH IS LONGER THAN THIS ?
- 3 WHOSE ? PENCIL IS SHORTER
- 4 ? NIGHT COLDER THAN THIS
- 5 ? DAY WARMER THAN THIS
- 6 ? MORE MONEY THAN YOU
- 7 FEWER CHILDREN WHO ? THAN
- 8 IS OR IS NOT his SON INTELLIGENT AS MINE ?
- 9 ? AMONG YOU (he and I) TALLEST ~ SHORTEST
- 10 ? WHEN WILL YOU LEAVE TONIGHT

B

- YES AND YOU?
- This
- YOURS
- LAST NIGHT
- YESTERDAY !
- WE (SHE)
-
- YES!
- TALLEST
- SHORTEST
- TODAY AND YOU

LESSON 12

ORAL MATERIAL - DIALOGUE

1. A: Neĩ shĭk-chóh faân meĩ à?
B: Ngóh shĭk-chóh là. Neĩ ne?
A: Ngóh meĩ-shĭk.
2. A: Pin yat-chi fân-pat ch'eũng kwòh ni yat-chi fân-pat à?
B: Kóh yat-chi fân-pat ch'eũng kwòh ni yat-chi fân-pat.
3. A: Pin kòh kè uên-pat tuén kwòh neĩ kè uên-pat ne?
B: Neĩ kè uên-pat tuén kwòh ngóh ke uên-pat.
4. A: Pin yat-maân peĩ-kaaù kam-maân tũng ti à?
B: Tsòk-maân peĩ-kaaù kam-maân tũng ti.
5. A: Pin yăt peĩ-kaaù kam-yăt nuén ti ne?
B: Tsòk-yăt peĩ-kaaù kam-yăt nuén ti.
6. A: Pin kòh kè ts'in* peĩ neĩ kè ts'in* toh hó toh à?
B: K'ui kè ts'in* peĩ ngóh kè ts'in* toh hó toh.
7. A: Pin kòh kè tsai nui* peĩ neĩ kè tsai nui* shiú hó toh ne?
B: K'ui kè tsai nui* peĩ ngóh kè tsai nui* shiú hó toh.
8. A: K'ui kè sai-man-tsai yaũ mǒ ngóh kè sai-man-tsai kòm ts'ung-mĩng à?
B: Yaũ, k'ui kè sai-man-tsai yaũ neĩ kè sai-man-tsai kòm ts'ung-mĩng.
9. A: Ngóh t'ũng neĩ t'ũng k'ui, pin kòh tsui ko, pin kòh chỉ ai ne?
B: Neĩ t'ũng ngóh t'ũng k'ui, neĩ tsui ko, ngóh chỉ ai.
10. A: Neĩ-teĩ keĩ shĭ tsaú à?
B: Ngóh-teĩ kam-yăt tsaú. Neĩ-teĩ ne?
A: Ngóh-teĩ kam-maân tsaú.

LESSON 12

TRANSLATION OF DIALOGUE

1. A: Have you eaten yet? (A form of greeting).
B: Yes, I have eaten. And you?
A: No, I haven't eaten yet.
2. A: Which piece of chalk is longer than this one?
B: That piece of chalk is longer than this one?
3. A: Whose pencil is shorter than yours?
B: Your pencil is shorter than mine.
4. A: Which night was colder than tonight?
B: Last night was colder than tonight.
5. A: Which day was warmer than today?
B: Yesterday was warmer than today.
6. A: Who has much more money than you have?
B: He has much more money than I have.
7. A: Who has much fewer children than you have?
B: He has much fewer children than I have.
8. A: Is his son as intelligent as mine?
B: Yes, his son is as intelligent as yours.
9. A: Among you, he and I, who is the tallest, and who is the shortest?
B: Among you, he and I, you are the tallest, and I am the shortest.
10. A: When will you leave?
B: We will leave today. And you?
A: We will leave tonight.

LESSON 12

ORAL MATERIAL - RECOMBINATION

1. A: Tsó-shān, tsó-shān.
B: Tsó-shān, tsó-shān.
A: Neĩ keĩ hó a-mǎ?
B: Keĩ hó ǎ. Neĩ ne?
A: Ngǒh to hó hó.
2. A: Ni chi pat t'ŭng kóh chi pat, pin chi kwai kwòh pin chi ǎ?
B: Ni chi pat t'ŭng kóh chi pat, ni yat-chi kwai kwòh kóh yat-chi.
3. A: Kóh yat-cheung chí t'ŭng ni yat-cheung chí, pin cheung ch'eŭng kwòh pin cheung ne?
B: Kóh cheung chí t'ŭng ni cheung chí, ni cheung ch'eŭng kwòh kóh cheung.
4. A: Ni cheung í taaí kwòh kóh cheung í hó toh, yik-waák sai kwòh kóh cheung í hó toh ǎ?
B: Ni cheung í taaí kwòh kóh cheung í hó toh, m-haí sai kwòh kóh cheung í hó toh.
5. A: Ni kaan paan-fŭng* kè hak-paán ch'eŭng kwòh yik-waák tuén kwòh kóh kaan paan-fŭng* kè hak-paán?
B: Ni kaan paan-fŭng* kè hak-paán ch'eŭng kwòh kóh kaan paan-fŭng* kè hak-paán, m-haí tuén kwòh kóh kaan paan-fŭng* kè hak-paán.

LESSON 12

ORAL MATERIAL - RECOMBINATION

6. A: Pin pô ts²-t¹n pei-kaa^u ni pô ts²-t¹n hó ti ne?
B: Kòh yat-pô ts²-t¹n pei-kaa^u ni pô ts²-t¹n hó ti.
7. A: Pin yat-yât pei-kaa^u kam-yât laăng hó toh à?
B: Tsòk-yât pei-kaa^u kam-yât laăng hó toh.
8. A: Pin kòh kè ts'in* pei Wōng Sin-Shaang kè ts'in* shiú hó toh ne?
B: Leĩ Sin-Shaang kè ts'in* pei Wōng Sin-Shaang kè ts'in* shiú hó toh.
9. A: Pin kòh kè t'aai-t'aai* pei neĩ kè t'aai-t'aai* lèng ti à?
B: Wōng Sin-Shaang kè t'aai-t'aai* pei ngōh kè t'aai-t'aai* lèng ti.
10. A: Kam-yât neĩ yaũ mǒ tsòk-yât kàm mōng à?
B: Mǒ, kam-yât ngōh mǒ tsòk-yât kàm mōng. Kam-yât ngōh pei tsòk-yât tak-haān ti.
11. A: Tsòk-maān yaũ mǒ ts'in-maān kòm laăng ne?
B: Mǒ, tsòk-maān mǒ ts'in-maān kòm laăng. Tsòk-maān pei-kaa^u ts'in-maān nuēn hó toh.
12. A: Neĩ kè Kwóng-Tung wā* yaũ mǒ neĩ kè Meĩ-Kwòk wā* kòm hó à?
B: Yaũ, ngōh kè Kwóng-Tung wā* yaũ ngōh kè Meĩ-Kwòk wā* kòm hó.

LESSON 12

ORAL MATERIAL - RECOMBINATION

13. A: Ngõh t'ung neĩ t'ung k'ui kè Chung-Mān ts̃ tīm-yeung* ne?
B: Neĩ t'ung ngõh t'ung k'ui kè Chung-Mān ts̃, ngõh kè m-hai
keĩ hó, k'ui kè hó ti, neĩ kè chỉ hó.
14. A: Ts'in-yat, tsòk-yat t'ung kam-yat, keĩ shĩ kè t'in-hei
chỉ tũng, keĩ shĩ kè t'in-hei tsui ít à?
B: Ts'in-yat, tsòk-yat t'ung kam-yat, ts'in-yat chỉ tũng,
tsòk-yat nuẽn hó toh, kam-yat tsui ít.
15. A: Neĩ tsaú meĩ à?
B: Ngõh tsaú là. Neĩ ne?
A: Ngõh to tsaú là.
B: Tsoi-kĩn, tsoi-kĩn.
A: Tsoi-kĩn, tsoi-kĩn.

LESSON 12

WORD LIST

- | | |
|----------------|---|
| 1. ch'eũng | long (in length and in time),
merit |
| 2. tuén | short (in length and in time),
deficient |
| 3. tũng | cold, chilly |
| 4. nuẽn | warm |
| 5. toh | many, much |
| 6. shiũ | few, little, seldom, scanty |
| 7. chi | prefix for superlative degree |
| 8. tsui | prefix for superlative degree |
| 9. pei-kaaũ | to compare with |
| 10. pei | to compare with |
| 11. kwòh | than, a particle used for
comparison |
| 12. kòm | so, to such a degree |
| 13. tsòk-maãn | last night |
| 14. kam-maãn | tonight |
| 15. ts'in-maãn | night before last |
| 16. t'ũng | and, for, with; same, altogether |
| 17. tsai-nui* | children, son and daughter |
| 18. kei shi | when? what time? |
| 19. chòh | suffix for past tense |
| 20. meĩ | not yet |

LESSON 12

READING MATERIAL

64 長 ch'ēng: long
 長 ch'ēng: old, to grow, to exalt
 長氣 ch'ēng-hai: tedious; long steamer; talkative.
 長短 ch'ēng-tuán: merits & defects
 家長 ka-ch'ēng: head of a family
 長子 ch'ēng-tsí: eldest son
 長大 ch'ēng-tai: to grow up

1340 短 tuán: short; brief; few.
 長短 ch'ēng tuán: detail; good point and bad point; measurement.
 短處 tuán-ch'ù: defect; shortcoming.
 短命 tuán mǐng: to die young.

1181 多 toh: many; much.
 多數 toh-shò: majority; many.
 多半 toh poón: the larger part.
 多少 toh-shiú: a certain quantity.
 幾多 keí-toh: how much? how many?

長 長 短 多
 長 短 多

1002 少 shiú, shiù: young; immature; few; seldom; deficient.
 多少 toh shiú: several; some.
 太少 t'aaí shiú: too few.
 少年 shiù-nǎn yān: a young man.
 少時 shiù shí: in boyhood.

1294 昨 tsòk, tsòk: yesterday; recently; lately.
 昨日 tsòk-yít: yesterday.
 昨晚 tsòk-mǎn: last night.

少 昨
 少 昨

READING MATERIAL

404

今 kam: the present
time; now
今日 kam-yât: today
今年 kam-nîn: this year
今生 kam-shaang: this
life
至今 chí kam' until
now

1254

前 ts'in: in front,
before; first;
to go forward.
前日 ts'in-yât: day be-
fore yesterday.
前途 ts'in-t'ô. the fu-
ture.
前進 ts'in-tsùn: to go
forward, to
make progress.

661

晚 maïn: late, even-
ing.
晚黑 maïn-haak: night;
evening.
晚餐 maïn-ts'aan. sup-
per.
晚間 maïn-kaan: during
the night.

今

前

晚

今

前

晚

477

高 ko: tall; lofty;
eminent.
高等 ko táng: a high
degree.
高尚 ko-shéung: high prin-
ciple; mag-
namimous.
高興 ko-hing: pleased;
to take plea-
sure in; joy-
高貴 ko-kwai: high class.

566

過 kwòh: to pass by;
to pass over;
finished.
過夜 kwòh yé: to pass the
night.
過身 kwòh shan: to pass
away; to die.
過時 kwòh shí: late.
過期 kwòh k'ei: expired;
after the time
fixed.
改過 koi-kwòh: to reform;
to amend.

高

過

過

高

過

高

高

過

LESSON 12

READING MATERIAL

你 kè 車大過我 kè 車，亦都貴過我 kè 車。你
 kè ts'īn* 多過我 kè ts'īn*，我 kè ts'īn* 少過^{mīng}你 kè ts'īn*，我 kè
 太太*高過你 kè 太太*，我 kè 女* ch'ung - 過你 kè 女*。

我地三 kòh 人，我高過你，你高過佢；我 chí
 高，佢 chí áí。

我有 leŭng chí uēn-pat, ní chí peí kóh chí 長 tí, kóh chí peí ní
 chí 短 tí.

今晚 peí-kaau 昨晚 nuēn tí, 昨晚 peí-kaau 前晚 nuēn
 tí; 今晚有昨晚 kòm tūng, 昨晚有前晚 kòm tūng.

LESSON 12

WRITING MATERIAL

昨	Character Number 1294		Radical Number 72	
	Stroke Number 9		日	
	1	日	日	日
今	Character Number 404		Radical Number 9	
	Stroke Number 4		人	
	1	人	人	人
前	Character Number 1254		Radical Number 18	
	Stroke Number 9		丷, 刀	
	1	丷	丷	丷
日	Character Number 1452		Radical Number 72	
	Stroke Number 4		日	
	1	日	日	日
晚	Character Number 661		Radical Number 72	
	Stroke Number 12		日	
	1	日	日	日

LESSON 13

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni ti faân hó m-hó-shîk?
Kóh poón shue hó m-hó-t'ai?
Ni t'iu lô hó m-hó-haang?
Kóh chi pat hó m-hó-sé?
2. Ni ti mi-yě hó-shîk?
Kóh poón mi-yě hó-t'ai?
Ni t'iu mi-yě hó-haang?
Kóh chi mi-yě hó-sé?
3. Ni ti faân tím-yeung*?
Kóh poón shue tím-yeung*?
Ni t'iu lô tím - yeung*?
Kóh chi pat tím-yeung*?
4. Hó, ni ti faân hó-shîk.
Hó, kóh poón shue hó-t'ai.
Hó, ni t'iu lô hó-haang.
Hó, kóh chi pat hó-sé.
5. M-hó, ni ti faân m-hó-shîk.
M-hó, kóh poón shue m-hó-t'ai.
M-hó, ni t'iu lô m-hó-haang.
M-hó, kóh chi pat m-hó-sé.
6. Ni ti faân hó-shîk.
Kóh poón shue kei hó-t'ai.
Ni t'iu lô hó hó-haang.
Kóh chi pat fei-sheung-chi hó-sé.

LESSON 13

ORAL MATERIAL - STRUCTURAL PATTERNS
















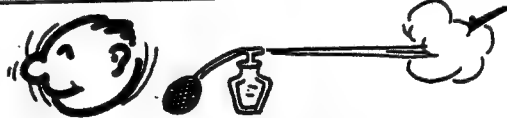

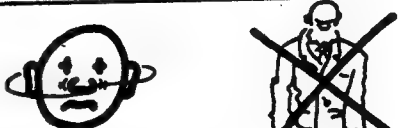


7. Ni ti faân m-hó-shîk.

Kóh poón shue m-haî keî hó-t'ai.

Ni t'îū lô m-haî hó hó-haang.

Kóh chi pat m-haî fei-sheung-chi hó-sé.

LESSON 13

	A	B
1		
2		
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10		

LESSON 13

ORAL MATERIAL - DIALOGUE

1. A: Neĩ shik m-shik kóng Kwóng-Tung wá* à?
B: Shik, ngóh shik kóng shiú shiú.
2. A: Ni ti faân hó m-hó-shík à?
B: Hó, ni ti faân hó-shík.
3. A: Ni ti ch'á hó m-hó-yám ne?
B: M-hó, ni ti ch'á m-hó-yám.
4. A: Ni ch'ut heĩ hó m-hó-t'ai à?
B: Hó, kóh ch'ut heĩ hó hó-t'ai.
5. A: Ni ti yam-ngôk hó m-hó-t'eng ne?
B: M-hó, ni ti yam-ngôk m-hái hó hó-t'eng.
6. A: Kóh t'íu ló hó m-hó-haang à?
B: Hó, ni t'íu ló keĩ hó-haang.
7. A: Ni kaan uk hó m-hó-chuê ne?
B: M-hó, kóh kaan uk m-hái keĩ hó-chuê.
8. A: Kóh chun heung-shui hó m-hó-mán à?
B: Hó, ni chun heung-shui fei-sheung-chi hó-mán.
9. A: Ni kín shaam hó m-hó-cheuk ne?
B: M-hó, kóh kín shaam fei-sheung-chi m-hó-cheuk.
10. A: Neĩ kóng Kwóng-Tung wá* kóng tak hó hó.
B: M-kám-tong, m-kám-tong.

LESSON 13

TRANSLATION OF DIALOGUE

1. A: Do you speak Cantonese?
B: Yes, I do. I speak a little.
2. A: Is this rice delicious?
B: Yes, this rice is delicious.
3. A: Is this tea good?
B: No, this tea is not good.
4. A: Is this show good?
B: Yes, that show is very good.
5. A: Is this music good?
B: No, this music is not very good.
6. A: Is that road good?
B: Yes, this road is quite good.
7. A: Is this house livable?
B: No, that house is not too livable?
8. A: Is this perfume fragrant?
B: Yes, this perfume is extremely fragrant.
9. A: Does this coat fit well?
B: No, that coat does not fit well at all.
10. A: You speak Cantonese very well.
B: Not at all.

LESSON 13

ORAL MATERIAL - RECOMBINATION

1. A: Neĩ kè t'aai-t'aai* t'ũng sai-man-tsai to keĩ hó a-mǎ?
B: K'ui-teĩ to hó hó. Neĩ-teĩ ne?
A: Ngõh-teĩ to keĩ hó.
2. A: Ni poón shue tím-yeũng* à?
B: Kóh poón shue hó hó-t'ai.
3. A: Kóh pō wā*-pō tím-yeũng* ne?
B: Ni pō wā*-pō mǒ kóh pō wā*-pō kòm hó-t'ai.
4. A: Kóh ti ch'ǎ hó m-hó-yám à?
B: Hó, kóh ti ch'ǎ keĩ hó-yám.
5. A: Ni ti kai hó m-hó-shĩk ne?
B: M-hó, ni ti kai m-haĩ keĩ hó-shĩk.
6. A: Kóh ch'ut heĩ peĩ pin ch'ut heĩ hó-t'ai ti à?
B: Kóh ch'ut heĩ peĩ ni ch'ut heĩ hó-t'ai ti.
7. A: Pin kaan uk peĩ-kaaũ pin kaan uk hó-chuê hó toh ne?
B: Ngõh kè uk peĩ-kaaũ Wõng Sin-Shaang kè uk hó-chuê hó toh.
8. A: Ni ti faân yaũ mǒ kóh ti fân kòm hó-shĩk à?
B: Yaũ, ni ti faân yaũ kóh ti fân kòm hó-shĩk.
9. A: Kóh cheung í hó m-hó-ts'õh kwòh ni cheung í ne?
B: Hó-ts'õh kwòh, kóh cheung í hó-ts'õh kwòh ni cheung í hó toh.
10. A: Faân, fân, t'ũng kai, pin ti chỉ hó-shĩk, pin ti mǒ kòm hó-shĩk; pin ti chỉ m-hó-shĩk à?
B: Faân, fân, t'ũng kai, kai chỉ hó-shĩk; fân mǒ kòm hó-shĩk; faân chỉ m-hó-shĩk.

LESSON 13

ORAL MATERIAL - RECOMBINATION

11. A: Neĩ kè pat, ngõh kè pat, t'ung k'uĩ kè pat, pin kòh kè pat tsui m-hò-sé; pin kòh kè pat hò-sé ti; pin kòh kè pat tsui hò-sé ne?
- B: Ngõh kè pat, neĩ kè pat, t'ung k'uĩ kè pat, ngõh kè pat tsui m-hò-sé; k'uĩ kè pat hò-sé ti; neĩ kè pat tsui hò-sé.
12. A: Kwóng-Tung wâ* t'ung Meĩ-Kwòk wâ*, Kwóng-Tung wâ* hò-hòk ti, yik-waák Meĩ-Kwòk wâ* hò-hòk ti à?
- B: Kwóng-Tung wâ* t'ung Meĩ-Kwòk wâ*, Meĩ-Kwòk wâ* pei Kwóng-Tung wâ* hò-hòk ti.
13. A: Chung-Kwòk hei t'ung Meĩ-Kwòk hei, Chung-Kwòk hei hò-t'ai hò toh, yik-waák Meĩ-Kwòk hei hò-t'ai hò toh ne?
- B: Chung-Kwòk hei t'ung Meĩ-Kwòk hei, Meĩ-Kwòk hei pei-kaaú Chung-Kwòk hei hò-t'ai hò toh.
14. A: Ni t'iu lô, kòh t'iu lô, t'ung kòh yat-t'iu lô, pin t'iu hò-haang; pin t'iu fei-sheung-chi hò-haang; pin t'iu m-hai kei hò-haang à?
- B: Ni t'iu lô, kòh t'iu lô, t'ung kòh yat-t'iu lô, ni t'iu lô kei hò-haang; kòh t'iu lô fei-sheung-chi hò-haang; kòh yat-t'iu lô m-hai kei hò-haang.
15. A: Neĩ kei shi hui Lûk-Kwan Uě-Īn Hòk-Haaú à?
- B: Ngõh kam-yât hui Lûk-Kwan Uě-Īn Hòk-Haaú. Neĩ kei shi faan uk-k'eĩ?
- A: Ngõh kam-maăn faan uk-k'eĩ.

LESSON 13

WORD LIST

- | | |
|-------------------|--|
| 1. haāk-hei | to stand on ceremony, to be
overly formal |
| 2. m-hó | do not, had better not, not good |
| 3. ts'eng, ts'ing | please! to invite, request |
| 4. yám | to drink |
| 5. ch'a | tea |
| 6. ch'ut | AN; to go out, come out, rise,
put out |
| 7. hei | movie, show, theatrical performance;
to make fun of |
| 8. t'ai | to look, see, visit |
| 9. yam-ngôk | music |
| 10. t'eng | to listen to, obey |
| 11. t'iu | AN |
| 12. lô | road, way |
| 13. haāng lô | to walk |
| 14. chuê | to reside |
| 15. tsun | bottle |
| 16. heung-shui | perfume |
| 17. mǎn | to smell |
| 18. shaam | coat, garment, dress |
| 19. cheūk shaam | to get dressed, put on clothes |
| 20. ts'ôh | to sit, to sit down |
| 21. m-kóm-tong | not at all, thank you for
your compliment |

LESSON 13

READING MATERIAL

1231

請 ts'ing, ts'eng: to request; to invite; to engage.
請假 ts'ing kà: to ask for leave.
請坐 ts'ing ts'oh: please be seated.
請願書 ts'ing-uên shue: a petition.

155

出 ch'ut: out; to go out; put out
出街 ch'ut kaai: to go out
出聲 ch'ut sheng: to utter
出貨 ch'ut fan: to let
出口 ch'ut hau: export

320

去 hui: to go; go away; depart
去世 hui shai: to die; pass away
去年 hui-nin: last year
過去 kuoh-hui: past; to pass
去街 hui kaai: to go out

請 出 去

請 出 去

659

買 mai: to buy; to purchase.
買賣 mai mai: to buy and sell; to trade.
買辦 fan: comprador.
買手 mai-shau: commercial buyer.
買主 mai chue: the buyer; purchaser.

177

粉 fan: flour; powder
麵粉 min-fan: wheat flour
通心粉 tung-san-fan: macaroni
搽粉 cha fan: to put powder on face

買 粉

買 粉

LESSON 13

READING MATERIAL

124

住 chūe: to abide;
dwell;
住家 chūe-ka: a resi-
dence
守住 shau-chūe: guard
居住 kui-chūe: live
in
住客 chūe-hak: tenant

1015

水 shuí: water.
順水 shún shuí: favor-
able tide or
current; fol-
lowing the cur-
rent.
水手 shuí-shau: sailor.

673

聞 mán: to hear; to
smell; face.
聽聞 t'eng-mán: to hear
新聞 san-mán: news.
聞人 mán-yán: famous
person.

住

水

聞

住 水 聞

住

水

聞

1106

睇 t'ai: to look at;
to gaze; to
observe.
睇見 t'ai-kín: to see.
睇書 t'ai shue: to read
(silently).

1131

聽 t'eng, t'ing: to
hear; to lis-
ten; to obey.
聽見 t'eng-kín: to hear.
聽話 t'eng-wá: docile;
obedient.
聽講 t'eng kóng: hear-
say.

睇

聽

听

睇 聽

睇 聽 聽 听

LESSON 13

READING MATERIAL

今日黃先生^m讀書。佢^{t'ūng}黃太太^{*}去街買^{yě}。
黃先生買中文書。亦都買英文書。kóh ti 書好好
睇。黃太太^{*}買^{shaam}。買^{heung}水。Kóh kán shaam 幾好^{cheuk}, kóh
tsun heung 水幾好聞。

佢地睇^{hei}, kóh ch'u 係中國^{kè hei}, kóh ch'ut hei ^m-係
幾好睇; 佢地聽^{yam-ngók}, kóh ti 係廣東^{kè yam-ngók}, kóh
ti yam-ngók ^m-係幾好聽; 佢地買^{uk}, kóh 問^{uk} ^m-係幾
好住。

佢地^{kə} 先生 今晚^{tá tīn-wá*}pei 佢地。請佢地
shík 晚^{faân}; kóh ti faân ^m-係幾好^{shík}。

LESSON 13

WRITING MATERIAL

美	Character Number 683		Radical Number 123	
	Stroke Number 9		羊, 羊	
	丶	丿	㇏	𠂇
英	Character Number 1485		Radical Number 140	
	Stroke Number 9		艹, 艹	
	一	乂	𠂇	𠂇
國	Character Number 569		Radical Number 31	
	Stroke Number 11		口	
	丨	冂	冂	冂
好	Character Number 291		Radical Number 38	
	Stroke Number 6		女	
	㇏	㇏	㇏	㇏
住	Character Number 124		Radical Number 9	
	Stroke Number 7		亻, 人	
	ノ	亻	亻	亻

LESSON 14

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ch'ân Siú-Tsé hái ni shuè mà?
Wōng Sin-Shaang hái k'ui tō mà?
Leī Siú-Tsé hái paan-fōng* tō mà?
Cheung Sin-Shaang hái hôk-haaû shuè mà?
2. Ch'ân Siú-Tsé hái m-hai ni shuè?
Wōng Sin-Shaang hái m-hai k'ui tō?
Leī Siú-Tsé hái m-hai paan-fōng* tō?
Cheung Sin-Shaang hái m-hai hôk-haaû shuè?
3. Neī kè nui* i-ka hái pin shuè?
K'ui kè tsai in-tsoī hái pin tō?
Ngōh kè p'āng-yaū ts'in-yât hái pin tō?
K'ui kè foō-ts'an tsòk-yât hái pin shuè?
4. Neī kè nui* keī-shī hái ni shuè?
K'ui kè tsai keī-shī hái paan-fōng* tō?
Ngōh kè p'āng-yaū keī-shī hái kōh tō?
K'ui kè foō-ts'an keī-shī hái hôk-haaû tō?
5. I-ka k'ui-teī hái pin shuè?
Ts'in-yât neī hái pin shuè?
In-tsoī neī kè tsai hái pin shuè?
Tsòk-yât k'ui kè mō-ts'an hái pin shuè?
6. Hái shuè, Ch'ân Siú-Tsé hái ni shuè.
M-hai shuè, Ch'ân Siú-Tsé m-hai ni shuè.
Hái-tō, Wōng Sin-Shaang hái k'ui tō.
M-hai-tō, Wōng Sin-Shaang m-hai k'ui tō.

LESSON 14

ORAL MATERIAL - STRUCTURAL PATTERNS

7. Ngõh kè nuĩ* i-ka hái ni shuè.

K'ui kè tsai ín-tsoi hái paan-fōng* tō.

Neĩ kè p'āng-yaũ ts'ín-yât hái kóh tō.

K'ui kè foô-ts'an tsòk-yât hái hōk-haaũ tō.















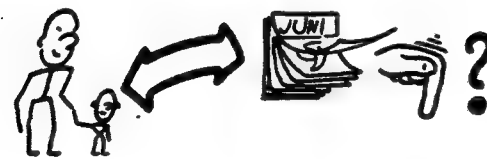





8. Ī-ka k'ui hái ni shuè.

Ts'ín-yât ngõh hái k'ui shuè.

Īn-tsoi ngõh kè tsai hái Yât-Poón tō.

Tsòk-yât k'ui kè mō-ts'an hái kóh tō.

LESSON 14

	A	B
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LESSON 14

ORAL MATERIAL - DIALOGUE

1. A: Neĩ shîk in mà?
B: Toh-tsê, toh-tsê. Ngõh m-shîk in.
2. A: Ch'ân Sin-Shaang hai shuê mà?
B: Hai shuê, Ch'ân Sin-Shaang hai shuê.
3. A: Leĩ Siú-Tsé i-ka hai tô mà?
B: M̄-hai tô, Leĩ Siú-Tsé i-ka m̄-hai tô.
4. A: Wōng Sin-Shaang kè p'aāng-yaũ hai m̄-hai shuê à?
B: Hai shuê, Wōng Sin-Shaang kè p'aāng-yaũ hai shuê.
5. A: Leĩ T'aai-T'aai* kè foô-ts'an in-tsoĩ hai m̄-hai tô ne?
B: M̄-hai tô, Leĩ T'aai-T'aai* kè foô-ts'an in-tsoĩ m̄-hai tô.
6. A: Wōng Siú-Tsé kè mǒ-ts'an hai pin-shuê à?
B: Wōng Siú-Tsé kè mǒ-ts'an hai kóh shuê.
7. A: Neĩ kè nuĩ* i-ka hai pin-tô ne?
B: Ngõh kè nuĩ* i-ka hai ni-tô.
8. A: K'uĩ kè tsai keĩ shĩ hai shuê à?
B: K'uĩ kè tsai kam-yât hai shuê.
9. A: Neĩ kè nuĩ p'aāng-yaũ kam-yât keĩ shĩ hai tô ne?
B: Ngõh kè nuĩ p'aāng-yaũ kam-yât hã-nǎ hai tô.
10. A: Hai ngõh tô shîk ts'aan pîn faân. Hó mà?
B: M̄-hó lǒh. Toh-tsê shaaĩ lǒh. M̄-hó haāk-heĩ lǒh.

LESSON 14

TRANSLATION OF DIALOGUE

1. A: Do you smoke?
B: No, thanks. I don't smoke.
2. A: Is Mr. Ch'ān here?
B: Yes, Mr. Ch'ān is here.
3. A: Is Miss Leī here now?
B: No, Miss Leī is not here now.
4. A: Is Mr. Wōng's friend here?
B: Yes, Mr. Wōng's friend is here.
5. A: Is Mrs. Leī's father here now?
B: No, Mrs. Leī's father is not here now.
6. A: Where is Miss Wōng's mother?
B: Miss Wōng's mother is there.
7. A: Where is your daughter now?
B: My daughter is here now.
8. A: When will his son be here?
B: His son will be here today.
9. A: When will your girl friend be here today?
B: My girl friend will be here this afternoon.
10. A: Have dinner at my place, how about it?
B: No, thanks. Please don't stand on ceremony.

LESSON 14

ORAL MATERIAL - RECOMBINATION

1. A: Leĩ Sin-Shaang, neĩ kam-yât mông mã?
B: Ngõh kam-yât hó mông. Neĩ ne?
A: Ngõh m-haĩ keĩ mông.
2. A: Ī-ka pin kòh haĩ paan-fông* shuè à?
B: Ī-ka hôk-shaang t'ung sin-shaang haĩ paan-fông* shuè.
3. A: Pin kòh ĩ-ka haĩ hôk-haaũ tô ne?
B: Ngõh kè hôk-shaang ĩ-ka haĩ hôk-haaũ tô.
4. A: Neĩ tsòk-yât haĩ pin shuè à?
B: Ngõh tsòk-yât haĩ uk-k'ei shuè.
5. A: Ts'in-maăn neĩ kè t'aai-t'aai* haĩ pin tô ne?
B: Ts'in-maăn ngõh kè t'aai-t'aai* haĩ k'ui kè mǝ-ts'an tô.
6. A: Wǝng Sin-Shaang ĩn-tsoĩ haĩ m-haĩ uk-k'ei à?
B: Haĩ, Wǝng Sin-Shaang ĩn-tsoĩ haĩ uk-k'ei.
7. A: Kam-maăn Leĩ Siũ-Tsé haĩ m-haĩ ni shuè ne?
B: M-haĩ shuè, kam-maăn Leĩ Siũ-Tsé m-haĩ ni shuè.
8. A: Ch'ăn Sin-Shaang ĩ-ka m-haĩ ni tô, k'ui haĩ pin tô à?
B: Ch'ăn Sin-Shaang ĩ-ka m-haĩ ni tô, k'ui haĩ paan-fông* tô.
9. A: Kam-yât neĩ kè nuĩ p'aăng-yaũ m-haĩ uk-k'ei, k'ui haĩ pin shuè ne?
B: Kam-yât ngõh kè nuĩ p'aăng-yaũ m-haĩ uk-k'ei, k'ui haĩ k'ui kè p'aăng-yaũ shuè.

LESSON 14

ORAL MATERIAL - RECOMBINATION

10. A: Neĩ kè ch'e ĩ-ka haĩ pin tồ à?
B: Ngõh kè ch'e ĩ-ka haĩ ngõh kè foô-ts'an tồ.
11. A: Ĩn-tsoĩ neĩ kè sin-shaang m-haĩ Chung-Kwòk, k'ui haĩ pin shuè ne?
B: Ĩn-tsoĩ ngõh kè sin-shaang m-haĩ Chung-Kwòk, k'ui haĩ Meĩ-Kwòk.
12. A: Lũk-Kwan Uẽ-Ĩn Hòk-Haaũ haĩ pin tồ à?
B: Lũk-Kwan Uẽ-Ĩn Hòk-Haaũ haĩ kòh t'iu fei-sheũng-chi taaĩ kè lô tồ.
13. A: Ī-ka kòh ti shue, pat, pò*, chí, wâ*-pò, pò-chĩ haĩ paan-fũng* shuè, yik-waāk m-haĩ paan-fũng* shuè?
B: Ī-ka kòh ti shue, pat, pò*, chí, wâ*-pò, pò-chĩ haĩ paan-fũng* shuè.
14. A: Kòh ti ĩ, t'oi*, tsz-tin, fân-pat, uẽn-pat, hak-paân ĩn-tsoĩ haĩ hòk-haaũ tồ, yik-waāk haĩ ni tồ à?
B: Kòh ti ĩ, t'oi*, tsz-tin, fân-pat, uẽn-pat, hak-paân ĩn-tsoĩ haĩ hòk-haaũ tồ, m-haĩ ni tồ.
15. A: Tsòk-yât neĩ huĩ pin shuè à?
B: Tsòk-yât ngõh huĩ Lũk-Kwan Uẽ-Ĩn Hòk-Haaũ. Neĩ ne?
A: Tsòk-yât ngõh huĩ ngõh kè p'aāng-yău kè uk-k'eĩ.

LESSON 14

WORD LIST

1. siú-tsé	Miss, young lady
2. p'aāng-yaũ	friend
3. nuĩ p'aāng-yaũ	girl friend
4. Ch'ān	surname
5. mō-ts'an	mother
6. foō-ts'an	father
7. tsai	son
8. nuĩ*	daughter
9. tō	place suffix, place, measure, degree, AN
10. shuè	place suffix, place
11. ī-ka	now
12. īn-tsoĩ	now
13. hā-nǝ	afternoon
14. ts'aan	meal, AN
15. pīn faân	ordinary meal (humble form)
16. in	cigarette, smoke
17. toh-tsê	to thank
18. hai	to be at, on, in
19. lòh	final particle
20. saai	entirely, completely, all

LESSON 14

READING MATERIAL

247

喺 *hai:* to be at;
in; on; under

喺處 *hai shu:* (he,
it) is here

喺屋企 *hai uk-k'ei:* at
home

1036

小 *siu:* small; tiny;
petty.

小心 *siu-sam:* be care-
ful.

小弟 *siu-tai:* my humble
self.

1226

姐 *tsé:* elder sister.

大姐 *taaí-tsé* my elder
sister.

小姐 *siu-tsé:* young
lady; miss.

姐夫 *tsé-foo:* sister's
husband.

喺

小

姐

喺 小 姐

喺

小

姐

214

父 *fo6:* father

父親 *fo6-ts'an:* fa-
ther

神父 *shen-fo6:* Ca-
tholic priest

父老 *fo6-lá:* village
elders

701

母 *mǔ:* mother.

母親 *mǔ-ts'an:* mother.

老母 *lǎ-mǔ:* mother.

後母 *hǎu-mǔ:* stepmother.

外母 *ngoí-mǔ:* mother-
in-law.

父

母

父 母

父

母

LESSON 14

READING MATERIAL

1216

親 ts'an: personal;
close to; re-
lative.

親手 ts'an-shau: with
own hands; per-
sonally; in
person.

親愛 ts'an-ai: dear; be-
loved; to love
dearly.

親戚 ts'an-ts'ik: rela-
tive; kindred.

369

家 ka: household;
family; profession;
professional man.

家人 ka-yān: family.

大家 taai-ka: all of us.

專家 chuen-ka: special-
ist

外交家 ngoi-kaau ka: di-
plomat.

125

處 ch'ue: a location

處 shue: place

用處 yung-ch'ue: func-
tion; usefulness

好處 ho-ch'ue: benefit;
advantage

邊處 pin-chue: where?

辦事處 pan-shi-ch'ue:
office.

親

家

處

處

親

家

處

親

家

處

處

829

朋 p'ang: friend; as-
sociate.

朋 p'ang:

朋友 p'ang-yau: friend.

患難朋友 wan-nan p'ang-
yau: a friend
in need.

1463

友 yau: friend; compan-
ion; friendly.

親友 ts'an-yau: relative
and friend.

交友 kaau yau: to asso-
ciate with.

友邦 yau-pong: friendly
country.

朋

友

朋

友

朋

友

LESSON 14

READING MATERIAL

黃小姐係李先生 kè 女朋友。佢地都係美國
陸軍語言學校 kè 學生。佢地都好 ch'ung-ming。佢地
今日都係 ni 處。佢地 i- 家讀中文書。

黃小姐有父親。有母親。佢 kè 父親幾高。
幾 rei。幾大。佢 kè 母親 ai' ti。細 ti。shau ti。佢
地 in-tsoi m- 係 ni-tô。佢地係中國。

李先生亦都有父母。佢地都 m- 係好高。m-
係好 rei。m- 係好大。i- 家佢地都 m- 係 ni- 處。佢
地 in-tsoi 係英國。

LESSON 14

WRITING MATERIAL

父	Character Number 214		Radical Number 88	
	Stroke Number 4		父	
	丶	㇀	㇀	父
母	Character Number 701		Radical Number 80	
	Stroke Number 5		母	
	㇀	㇀	㇀	母
男	Character Number 729		Radical Number 102	
	Stroke Number 7		田	
	丨	冂	冂	男
女	Character Number 775		Radical Number 38	
	Stroke Number 3		女	
	㇀	㇀	女	
大	Character Number 1079		Radical Number 37	
	Stroke Number 3		大	
	一	ナ	大	

LESSON 15

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ching-wā k'ui ts'ōh hái pin tō?

Ī-ka kōh-poón shue fōng hái pin shuè?

Tsòk-yât ni cheung í chai hái pin shuè?

Īn-tsoi neī kē nuī* k'eī hái pin tō?

2. K'ui ching-wā fân hái pin shuè?

Kōh poón shue ĩ-ka tán hái pin tō?

Ni cheung í tsòk-yât lâu hái pin tō?

Neī kē nuī* ĩn-tsoi pâng hái pin shuè?

3. Ching-wā pin kōh ts'ōh hái ni tō?

Ī-ka pin poón shue fōng hái t'oi* tō?

Tsòk-yât pin cheung í chai hái ni kaan paan-fōng* shuè?

Īn-tsoi pin kōh kē nuī* k'eī hái ni cheung-ch'ōng shuè?

4. Ching-wā k'ui ts'ōh hái ni tō.

Ī-ka kōh poón shue fōng hái t'oi* tō.

Tsòk-yât ni cheung í chai hái ni kaan paan-fōng* shuè.

Īn-tsoi ngōh kē nuī* k'eī hái ni cheung ch'ōng shuè.

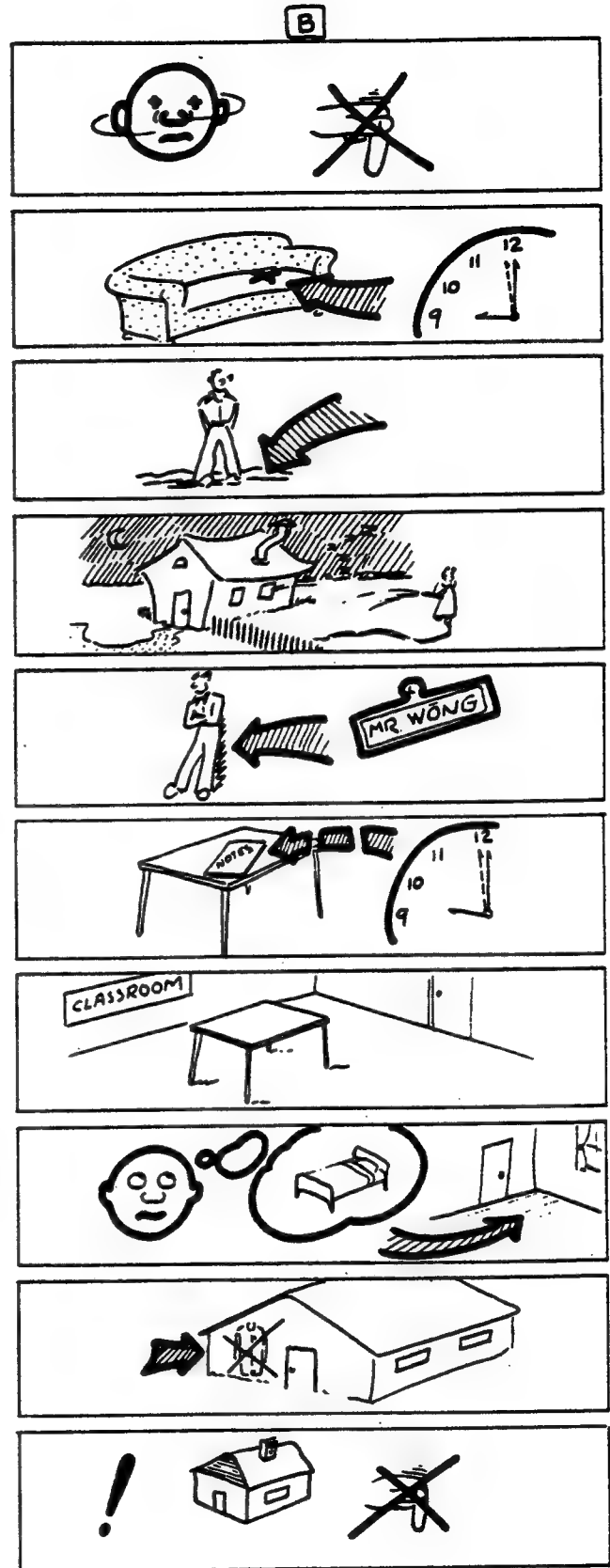
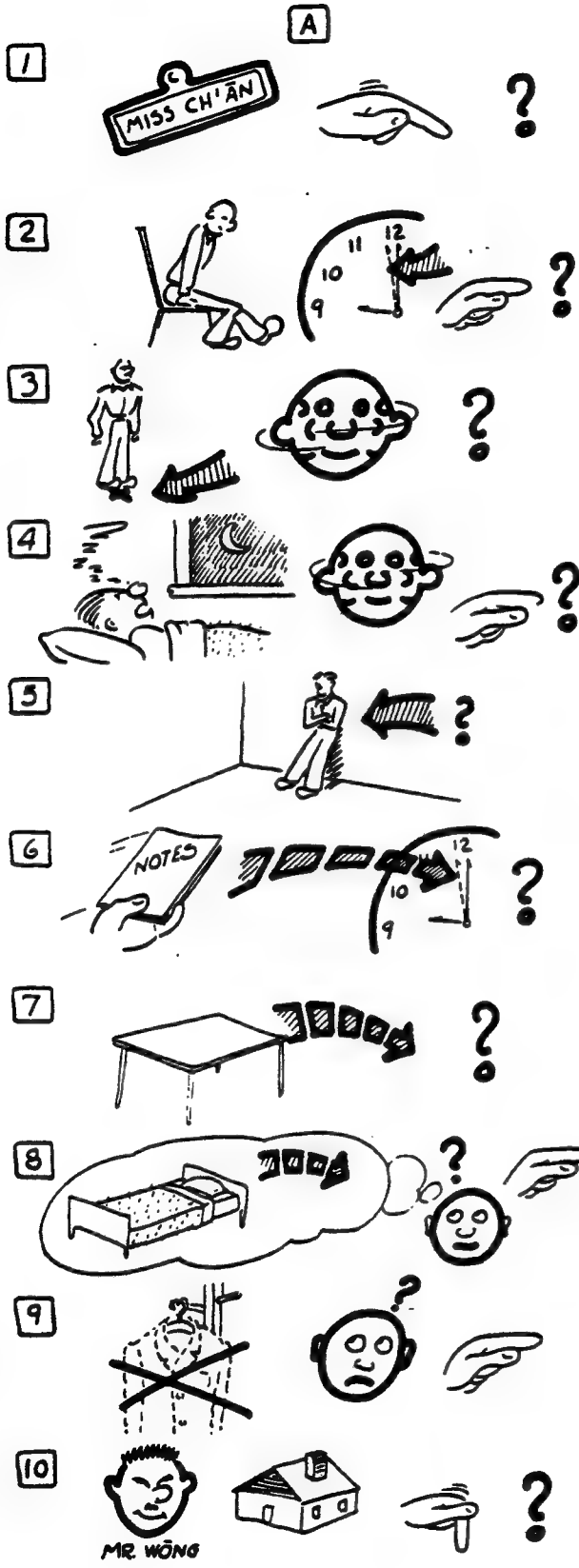
5. K'ui ching-wā fân hái ni-cheung-ch'ōng-tō.

Kōh poón shue ĩ-ka tán hái kōh cheung t'oi* shuè.

Ni cheung í tsòk-yât lâu hái ni kaan paan-fōng* shuè.

Ngōh kē nuī* ĩn-tsoi pâng hái ni kōh haak-paán tō.

LESSON 15



LESSON 15

ORAL MATERIAL - DIALOGUE

1. A: Ts'ing mǎn Ch'ân Siú-Tsé hái shuê mã?
B: Tui-m-chuê, k'ui m-hái shuê. Yǎu mi-yě ne?
A: Mǒ mi-yě. Ngõh lai ts'õh hǎ che.
2. A: Ching-wǎ neĩ ts'õh hái pin tô à?
B: Ching-wǎ ngõh ts'õh hái ni cheung shoh-fǎ* tô.
3. A: K'ui 1-ka k'eĩ hái pin shuê ne?
B: K'ui 1-ka k'eĩ hái teĩ* shuê.
4. A: Tsòk-mǎn neĩ-teĩ fǎn hái pin tô à?
B: Tsòk-mǎn ngõh-teĩ fǎn hái k'ui kè uk-k'eĩ tô.
5. A: Pin kòh 1-ka pǎng hái kòh pǔng ts'eũng shuê ne?
B: Wǒng Sin-Shaang 1-ka pǎng hái kòh pǔng ts'eũng shuê.
6. A: Ching-wǎ ni pō pō* chai hái pin tô à?
B: Ching-wǎ ni pō pō* chai hái kòh cheung t'oi* tô.
7. A: Kòh cheung t'oi* 1-ka tán hái pin shuê ne?
B: Kòh cheung t'oi* 1-ka tán hái kòh kaan paan-fǒng* shuê.
8. A: Ni cheung ch'õng fǒng hái pin tô à?
B: Ni cheung ch'õng fǒng hái kòh kaan fǒng* tô.
9. A: Neĩ kè lau lâu hái pin shuê ne?
B: Ngõh kè lau lâu hái kòh kaan lau* shuê.
10. A: Ts'ing mǎn Wǒng Sin-Shaang hái tô chuê mã?
B: Ôh! K'ui m-hái tô chuê.
A: K'ui hái pin shuê chuê à?
B: K'ui hái k'ui kè p'aǎng-yǎu shuê chuê.

LESSON 15

TRANSLATION OF DIALOGUE

1. A: Excuse me. Is Miss Ch'an in?
B: I am sorry. She isn't in. What can I do for you?
A: Nothing important. I just dropped in.
2. A: Where did you sit a moment ago?
B: I sat on this sofa a moment ago.
3. A: Where does he stand now?
B: He stands on the ground.
4. A: Where did you sleep last night?
B: We slept at his home last night.
5. A: Who leans against that wall now?
B: Mr. Wōng leans against that wall.
6. A: Where was this notebook placed a moment ago?
B: This notebook was placed on that table a moment ago.
7. A: Where is that table placed now?
B: That table is placed in that classroom.
8. A: Where do you want to put this bed?
B: I want to put this bed in that room.
9. A: Where did you leave your overcoat?
B: I left my overcoat in that building.
10. A: May I ask if Mr. Wōng lives here?
B: Oh, he does not live here.
A: Where does he live?
B: He lives in his friend's place.

LESSON 15

ORAL MATERIAL - RECOMBINATION

1. A: Leĩ Siũ-Tsé, hai ngõh tô ts'õh hă, shîk ts'aan pîn faân.
Hô mà?
B: M̄-hô lỏh, Ch'ân Sin-Shaang. Toh-tsê saai lỏh. Ī-ka
ngõh m̄-tak-haân. T'ing-yât hô mà?
A: Hô à.
2. A: Ī-ka neĩ chuê hai pin shuê à?
B: Ī-ka ngõh chuê hai ngõh kè p'aăng-yaũ shuê.
3. A: Neĩ kè hỏk-shaang ching-wă k'eĩ hai pin tô ne?
B: Ngõh kè hỏk-shaang ching-wă k'eĩ hai kỏh kaan paan-fông*
tô.
4. A: Pin kỏh tsỏk-yât fân hai ni cheung ch'ong shuê à?
B: Ngõh kè sai-man-tsaĩ tsỏk-yât fân hai ni cheung ch'ong shuê.
5. A: Ī-ka pin kỏh pâng hai pũng ts'eũng tô ne?
B: Ī-ka ngõh kè sin-shaang pâng hai pũng ts'eũng tô.
6. A: Keĩ shĩ neĩ kè naãm p'aăng-yaũ k'eĩ hai kỏh t'iu lô
shuê à?
B: Ching-wă ngõh kè naãm p'aăng-yaũ k'eĩ hai kỏh t'iu lô
shuê.
7. A: Ni ti hak-paân, i t'ung t'oi* keĩ shĩ chai hai kỏh kaan
paan-fông* tô à?
B: Ni ti hak-paân, i t'ung t'oi* t'ing-yât chai hai kỏh
kaan paan-fông* tô.

LESSON 15

ORAL MATERIAL - RECOMBINATION

8. A: Neĩ i-ka fân hai tô; neĩ tsô mi-yě ne?
 B: Ngõh i-ka fân hai tô, ngõh t'eng Chung-Kwòk yam-ngòk, t'ung t'ai Meĩ-Kwòk wâ*-pò.
9. A: K'ui kè foô-ts'an t'ung mǒ-ts'an m-hai uk-k'eĩ shuè; k'ui-teĩ tsô mi-yě à?
 B: K'ui kè foô-ts'an t'ung mǒ-ts'an m-hai uk-k'eĩ shuè; k'ui-teĩ haang kuaí, maaĩ yě, t'ai heĩ.
10. A: Ngõh-teĩ ts'òh hai ni kaan fǒng* nuěn ti, yik-waāk ts'òh hai kòh kaan fǒng* nuěn ti ne?
 B: Ngõh-teĩ ts'òh hai ni kaan fǒng* nuěn ti; ts'òh hai kòh kaan fǒng* hó laǎng.
11. A: Ni kîn lau tán hai ni kaan lau* hó ti, yik-waāk tán hai kòh kaan lau* hó ti à?
 B: Ni kîn lau tán hai ni kaan lau* hó hó toh. Tán hai kòh kaan lau* m-hai keĩ hó.
12. A: Ngõh-teĩ m-hai hó kwooi. Ngõh-teĩ ts'òh hai ni cheung shoh-fâ* hó ti, yik-waāk fân hai kòh cheung ch'ong hó ti ne?
 B: Neĩ-teĩ m-hai hó kwooi. Neĩ-teĩ ts'òh hai ni cheung shoh-fâ* hó ti. Fân hai kòh cheung ch'ong mǒ kòm hó.
13. A: Neĩ m-ts'òh hai ni cheung i tô; neĩ ts'òh hai pin tô à?
 B: Ngõh m-ts'òh hai ni cheung i tô; ngõh ts'òh hai kòh cheung ch'ong tô.

LESSON 15

ORAL MATERIAL : RECOMBINATION

14. A: Ni ti pô*, chí, shue, ts²-tín, wâ*-pò, pò-chí, uên-pat, fân-pat, t'ŭng ts'ó-kó-pô* m-tân hái ni cheung t'oi* shuê; tân hái pin shuê ne?
- B: Ni ti pô*, chí, shue, ts²-tín, wâ*-pò, pò-chí, uên-pat, fân-pat, t'ŭng ts'ó-kó-pô* m-tân hái ni cheung t'oi*. shuê; tân hái kòh cheung t'oi* shuê.
15. A: Hái ni kaan Chung-Kwòk hei-uên* kè hei, neí kòk-tak tím à?
- B: Ngõh kòk-tak hái ni kaan Chung-Kwòk hei-uên* kè hei fei-sheŭng-chi hó. Neí kòk tak tím à?
- A: Ngõh kòk tak hái ni kaan Chung-Kwòk hei-uên* kè hei mǎ Meí-Kwòk hei-uên* kè kòm hó.

LESSON 15

WORD LIST

1. mân	to ask, inquire
2. laĩ	to come
3. hǎ	a moment, short while, suffix to verb
4. che	final particle, only
5. ching-wâ	just, within a brief period
6. shoh-fâ*	sofa
7. k'eĩ	to stand
8. teĩ	floor, ground
9. fân	to sleep, lie down
10. pâng	to lean on
11. pûng	AN
12. chai	to put, place
13. tán	to put, place
14. ch'ông	bed, couch
15. fòng	to put, place, release, let loose
16. fông*	room
17. lau	topcoat
18. laũ	to lose, leave behind, neglect, omit
19. laũ*	building, house
20. ôh	oh!

LESSON 15

READING MATERIAL

1281

坐 ts'ŏh to sit; to
ride; a seat.
請坐 ts'ing ts'ŏh: plea-
se sit down.
坐監 ts'ŏh kaan: to be
in prison.

375

報 pò: a reply; report;
to announce; to
recompense; a
letter; gazette;
newspaper.
報仇 pò-sh ŏu: to take
revenge.
報告 pò-kò: to report;
to inform; an
announcement.
呈報 ch'ing-pò: to rep-
ort; to submit a
statement.

8

茶 ch'ā: tea.
茶葉 ch'ā-ŏp: tea
leaves
茶壺 ch'ā-ŏ: tea-pot
煲茶 pò-ch'ā: to make
tea.

坐 報 報 茶

坐 報 茶

198

放 fòng: to release;
to place in or
on
放假 fòng kà: to give
holiday/holiday
放學 fòng hŏk: school
let out
放心 fòng-sin: make
the mind easy;
to be free
from anxiety

1402

畫 wá: picture; draw-
ing, painting.
畫 wák: to draw; to
paint; to plan;
a stroke.
畫家 wá ka: an artist.
水彩畫 shuí-ts'oi wá.
water-color
painting.
一畫 yat wák: a stroke
or mark (in writ-
ing)

放 畫 畫

放 畫

LESSON 15

READING MATERIAL

899

本 pón: the source;
origin; native;
capital.

本來 pón-leí: origin-
ally; actually.

本心 pón-sam: cons-
cience.

本錢 pón-ts'in: capi-
tal.

740

午 ng: 11 a.m. -1 p.m.

上午 shéng-ng: fore-
noon.

下午 há-ng: afternoon.

午餐 ng-ts'uan: lunch;
tiffin.

234

下 há: to go down;
below; next
(há*)

上下 shéng-há: about

下午 há-ng: after-
noon

下次 há ts'á: next
time

下等 há-t'áng: low
class.

本

午

下

本

午

下

本

午

下

1367

同 t'ung: altogether;
with; united.

同志 t'ung-chí: comrade;
common pur-
pose.

同時 t'ung-shí: at the
same time.

同事 t'ung-sí: colleague;
co-worker.

同學 t'ung-hók: school-
mate.

70

紙 chí: paper (Cl.
cheung)

紙幣 chí-pái: paper
money

印水紙 yán-shuǐ-chí:
blotter

同

紙

同

紙

全

同

紙

LESSON 15

READING MATERIAL

黃先生有 tsai, 亦都有女*. 佢 kè tsai 同女*都好
細; 佢 kè 女*好 lèng, 好 ch'ung-ming; 佢 kè tsai 有 kòm lèng,
有 kòm ch'ung-ming. 黃先生, 黃太太, 同佢地 kè tsai
女*今日下午喺 uk-k'ei.

黃先生 kè 女*fàn 喺 cheung ts'ōng 處, 佢睇畫報. 黃
先生 kè tsai 坐喺地處, 佢聽 yam-ngók. 黃先生 pāng 喺
pūng ts'eūng 處, 佢 shik in, yám 茶, 同睇報紙. 黃太太*
坐喺 soh-fà* tō; kón cheung soh-fà* 好好坐, m̄ - 長 m̄ - 短;
黃太太*坐喺 soh-fà* tō tsō 衫. 幾本畫報放喺 kón cheung
soh-fà* 處.

LESSON 15

WRITING MATERIAL

請	Character Number 1231		Radical Number 149	
	Stroke Number 15		言	
	一	二	三	四
坐	Character Number 1281		Radical Number 32	
	Stroke Number 7		土	
	一	二	三	四
同	Character Number 1367		Radical Number 30	
	Stroke Number 6		口	
	一	二	三	四
去	Character Number 320		Radical Number 28	
	Stroke Number 5		厶	
	一	二	三	四
買	Character Number 659		Radical Number 154	
	Stroke Number 12		貝	
	一	二	三	四

LESSON 16

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĩ kè foô-ts'an hái pin shuè tsô s2?
K'ui kè shai-ló hái pin tô tong ping?
K'ui kè p'ang-yaũ hái pin tô kaaũ shue?
Ch'ân Siú-Tsé kè mǒ-ts'an hái pin-shuè shîk-faân?
2. Neĩ kè foô-ts'an keĩ-shĩ hái Ying-Kwòk tsô s2?
K'ui kè shai-ló keĩ-shĩ hái Meĩ-Kwòk tong ping?
K'ui kè p'ang-yaũ keĩ-shĩ hái Yât-Poón kaaũ shue?
Ch'ân Siú-Tsé kè mǒ-tsán keĩ shĩ hái neĩ-shuè shîk faân?
3. Neĩ kè foô-ts'an i-ka hái Ying-Kwòk tsô mi-yě?
K'ui kè shai-ló ín-tsoĩ hái Meĩ-Kwòk tsô mi-yě?
K'ui kè p'ang-yaũ kaũ-nĩn hái Yât-Poón tsô mi-yě?
Ch'ân Siú-Tsé kè mǒ-ts'an tsòk-maãn hái neĩ shuè tsô mi-yě?
4. Neĩ hái pin tô tá tĩn-wâ* peĩ k'ui?
K'ui hái pin shuè tá tĩn-pò peĩ neĩ?
Wǒng Sin-Shaang hái pin tô sé sùn peĩ neĩ-teĩ?
Ch'ân Siú-Tsé hái pin tô keĩ ts'ĩn* peĩ ngǒh-teĩ?
5. K'ui i-ka hái m-hai ni tô tũk shue?
K'ui tsòk-maãn hái m-hai ni shuè sé sùn?
Neĩ kaũ-nĩn hái ni tô kaaũ shue mà?
Neĩ t'ing-yât hái ni shuè shîk faân mà?
6. Ngǒh kè foô-ts'an hái Ying-Kwòk tsô s2.
K'ui kè shai-ló hái Meĩ-Kwòk tong ping.

LESSON 16

ORAL MATERIAL - STRUCTURAL PATTERNS

K'ui kè p'aāng-yaũ hai Yāt-Poón kaaù shue.

Ch'ān Siú-Tsé kè mǒ-ts'an hai ngōh shuè shīk faān.

7. Ī-ka ngōh kè foō-ts'an hai Ying-Kwòk tsô s̄.

Īn-tsoī k'ui kè shaī-ló hai Meī-Kwòk tong ping.

Kaū-nīn k'ui kè p'aāng-yaũ hai Yāt-Poón kaaù shue.

Tsòk-maān Ch'ān Siú-Tsé kè mǒ-ts'an hai ngōh shuè shīk faān.

8. Hai, k'ui ĩ-ka hai ni tô tūk shue.

M̄-hai, k'ui ĩ-ka m̄-hai ni tô tūk shue.

Hai, ngōh t'ing-yāt hai ni shuè shīk faān.

M̄-hai, ngōh t'ing-yāt m̄ hai ni shuè shīk faān.

LESSON 16

	A	B
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

LESSON 16

ORAL MATERIAL - DIALOGUE

1. A: Wōng Sin-Shaang, hó noi mǒ-kín neī là-pòh.
B: Hai ă, Leī Sin-Shaang. Ngǒh-teī taaī-ka mǒ kín hó noi là.
2. A: Neī hai pin-shuē ch'ut shai ă?
B: Ngǒh hai Meī-Kwòk ch'ut shai.
3. A: Neī hai pin-tô tong ping ne?
B: Ngǒh hai Meī-Kwòk Lūk-Kwan tong ping.
4. A: Neī kè t'aaī-t'aaī* ī-ts'in hai pin-shuē tūk shue ă?
B: Ngǒh kè t'aaī-t'aaī* ī-ts'in hai Chung-Kwòk hôk-haaū shuē tūk shue.
5. A: Neī kè foô-ts'an ī-ka hai pin-tô tsô s2 ne?
B: Ngǒh kè foô-ts'an ī-ka hai yat-kaan kung-sz tô tsô s2.
6. A: Neī kè taaī-ló keī shī hai Yăt-Poón kít fan ă?
B: Ngǒh kè taaī-ló kam-nín hai Yăt-Poón kít fan.
7. A: Neī kè shai-ló keī shī hai Meī-Kwòk Lūk-Kwan Uě-Īn Hôk-Haaū kaaū shue ne?
B: Ngǒh kè shai-ló kaaū-nín hai Meī-Kwòk Lūk-Kwan Uě-Īn Hôk-Haaū kaaū shue.
8. A: Neī-teī hai Meī-Kwòk Lūk-Kwan Uě-Īn Hôk-Haaū tsô mi-yě ă?
B: Ngǒh-teī hai Meī-Kwòk Lūk-Kwan Uě-Īn Hôk-Haaū hôk Kwóng-Tung wâ*.
9. A: Neī-teī hai paan-fōng* tô tsô mi-yě ne?
B: Ngǒh-teī hai paan-fōng* tô sheŭng t'ōng.

LESSON 16

ORAL MATERIAL - DIALOGUE

10. A: Wōng T'aai-T'aai*, neĩ hai pin shuê lai kà?
B: Ôh. Ngõh ching-wâ hai Meĩ-Kwòk lai kè.

LESSON 16

TRANSLATION OF DIALOGUE

1. A: I haven't seen you for a long time?
B: Yes, we haven't seen each other for a long time, Mr. Lei.
2. A: Where were you born?
B: I was born in America.
3. A: Where are you performing your military service?
B: I serve in the U.S. Army.
4. A: Where did your wife previously study?
B: My wife previously studied in a Chinese school.
5. A: Where does your father work now?
B: My father works in a department store now.
6. A: When did your elder brother get married in Japan?
B: My elder brother was married in Japan this year.
7. A: When did your younger brother teach at the U.S. Army Language School?
B: My younger brother taught at the U.S. Army Language School last year.
8. A: What do you do in the U.S. Army Language School?
B: We are learning Chinese-Cantonese in the U.S. Army Language School.
9. A: What do you do in the classroom?
B: We have class in the classroom.
10. A: Where did you come from, Mrs. Wong?
B: Oh, I just came from America.

LESSON 16

ORAL MATERIAL - RECOMBINATION

1. A: Leī Sin-Shaang, neī ī-ka hai pin-shuē kaaū shue à?
B: Ngõh ī-ka hai Meī-Kwòk Lûk-Kwan Uē-Īn Hôk-Haaū shuē kaaū shue. Neī ne?
A: Ngõh ĩn-tsoī hai Meī-Kwòk Lûk-Kwan tong ping.
2. A: Neī kē nuī p'aāng-yaū hai pin-tô ch'ut shai à?
B: Ngõh kē nuī p'aāng-yaū hai Ying-Kwòk ch'ut shai.
3. A: Ī-ts'ĭn neī kē shai-lô hai pin shuē tûk shue ne?
B: Ī-ts'ĭn ngõh kē shai-lô hai yat-kaan Meī-Kwòk hôk-haaū shuē tûk shue.
4. A: Neī kē taaī-lô keī shī hai Yât-Poón kít fan à?
B: Ngõh kē taaī-lô kam-nĭn hai Yât-Poón kít fan.
5. A: Pin kôh ī-ka hai paan-fōng* shuē sheŭng t'ōng ne?
B: Leī Sin-Shaang t'ŭng hôk-shaang hai paan-fōng* shuē sheŭng t'ōng.
6. A: Neī kē foô-ts'an hai pin tô tá tĭn-wâ* peī neī à?
B: Ngõh kē foô-ts'an hai ngõh kē uk-k'eī tá tĭn-wâ* peī ngõh.
7. A: K'uī hai ni shuē tá tĭn-wâ* peī pin kôh ne?
B: K'uī hai ni shuē tá tĭn-wâ* peī k'uī kē nuī p'aāng-yaū.
8. A: Neī kē hôk-shaang hai kôh kaan fōng* tsô mi-yě à?
B: Ngõh kē hôk-shaang hai kôh kaan fōng* tô sé sùn peī k'uī kē mō-ts'an.

LESSON 16

ORAL MATERIAL - RECOMBINATION

9. A: Kam-maân neī hai m-hai uk-k'ei shik faân ne?
B: M-hai, kam-maân ngöih m-hai uk-k'ei shik faân.
10. A: Neī kè t'aai-t'aai* hai Meī-Kwòk Lûk-Kwan tô tsô s2,
yik-waâk hai yat-kaan kung-sz tô tsô s2 à?
B: K'ui hai yat-kaan kung-sz tô tsô s2. K'ui m-hai Meī-Kwòk Lûk-Kwan tô tsô s2.
11. A: K'ui 1-ka hai Chung-Kwòk tûk shue, yik-waâk hai Chung-Kwòk kaaû shue, yik-waâk hai Chung-Kwòk tong ping ne?
B: K'ui 1-ka hai Chung-Kwòk tûk shue, m-hai Chung-Kwòk kaaû shue, yik-to m-hai Chung-Kwòk tong ping.
12. A: Neī-teī m-hai ni kaan hôk-haaû tsô s2. Neī-teī hai ni kaan hôk-haaû tsô mi-yě à?
B: Ngöih-teī m-hai ni kaan hôk-haaû tsô s2. Ngöih-teī hai ni kaan hôk-haaû tûk shue.
13. A: Neī m-hai Lûk-Kwan Uě-Īn Hôk-Haaû kaaû Ying-Mân t'ung Yât-Pôn wâ*. Neī hai Lûk-Kwan Uě-Īn Hôk-Haaû kaaû mi-yě ne?
B: Ngöih m-hai Lûk-Kwan Uě-Īn Hôk-Haaû kaaû Ying-Mân t'ung Yât-Pôn wâ*. Ngöih hai Lûk-Kwan Uě-Īn Hôk-Haaû kaaû Kwóng-Tung wâ*.
14. A: Neī t'ung neī kè t'aai-t'aai* m-hai ni kaan kung-sz maaī shue, pô*, t'ung uên-pat; neī-teī hai ni kaan kung-sz maaī mi-yě à?

LESSON 16

ORAL MATERIAL - RECOMBINATION

B: Ngõh t'ũng ngõh kè t'aal-t'aal* m-hai ni kaan kung-sz
maai shue, pò*, t'ũng uen-pat; ngõh-tei hai ni kaan kung-
sz maaĩ t'oi*, i, shoh-fà*, t'ũng ch'ũng.

15. A: Lei Sin-Shaang, nei kân-loi kei hó a-mă?

B: Kei hó à. Nei ne, Wõng Sing-Shaang?

A: Ngõh to hó hó.

LESSON 16

WORD LIST

1. kìn	to see, visit, observe
2. là	final particle
3. ch'ut shai	to be born
4. tong ping	to be in the military service
5. tûk shue	to study, learn, read
6. tsô sê	to engage in work, work
7. kít fan	to be married
8. kaaù shue	to teach
9. sheũng t'ōng	to go to class; class in session
10. ĭ-ts'in	formerly, previously, before
11. kam-nīn	this year
12. kaũ-nīn	last year
13. Yât-Poón	Japan
14. taaĩ-ló	elder brother
15. shai-ló	younger brother
16. kung-sz	company, store
17. kà	AN, final particle
18. pòh	final particle
19. taaĩ-ka	all
20. noĩ	long time

LESSON 16

READING MATERIAL

939

世 shai: the world;
a generation;
age.

世界 shai-kai: the
world; life;
livelihood.

出世 ch'ut shai: to be
born.

1191

當 tong: suitable;
competent;
to act as;
during; when.

當 tòng: just; right;
to value; to
regard as; to
pawn.

應當 ying-tong: ought.

相當 seung-tong: suit-
able.

861

兵 ping: soldier; mili-
tary personnel.

步兵 pò-ping: infantry.

憲兵 hsin-ping: gendarme;
military po-
lice.

派兵 p'ai ping: to des-
patch soldiers.

救兵 kàu ping: reinfor-
cement.

世 立 當 当 兵

世 當 兵

世 當 兵

1272

做 tsô: to do; to act;
to make; to be.

做官 tsô koon: to be
an official.

做生意 tsô snaang-i: to
engage in bu-
siness.

1074

事 sî: a matter; af-
fair, work;
duty; business.

事業 sî-îp: calling;
occupation.

公事 kung-sî: official
business.

事實 sî-shât. as a mat-
ter of fact.

做 事

做 事

做 事

LESSON 16

READING MATERIAL

1063

送 sùng: to give to;
to escort; to
send.

送禮 sùng lǐ: to send
present.

送行 sùng hāng: to see
one off.

76

打 tá: to strike; to
beat; to whip;
to do; to make;
to play; to
cause.

打敗 tá pài: to defeat.

打勝 tá shèng: to win.

打倒 tá dǎo: to knock
down; down with.

打字機 tá-tzī-kai: type-
writer.

947

晨 shān: morning;
dawn.

早晨 tsáo-shān: good
morning.

晨早 shān-tsáo: at day
break.

送

打

晨

送

打

晨

送

打

晨

972

上 shéung: to rise; to
ascend; to go
up.

上船 shéung shuān: to
go aboard a
boat.

上課 shéung fòh: to
conduct a class;
to go to a
class.

上等 shéung táng: super-
ior quality.

764

年 nín: year.

今年 kām-nín: this year.

年紀 nín-kai: age.

少年 shiù-nín: young, ear-
ly life; young
fellow.

上

年

上

年

上

年

LESSON 16

READING MATERIAL

黃先生係美國出世。黃太太係中國出世。
 佢地係日本 kit fan. 黃先生 i-家係 paan-fōng* 處上 t'ōng.
 . 佢學廣東話。黃太太 ching-話去街買 yə, kei sùn
 . 同打 tin-報 pei'佢 kè 母親; 佢買兩本英文書送 pei'
 黃先生.

黃先生 kè 父親 i-前係一間大 kung-sz 處做事;
 黃先生 kè 大-16 前年係一間日本學校處教書. 佢
 教英文. 黃先生 kè 細-16 kaŋ 年係一間日本 kè 學校
 讀書. 佢讀日文. 今年佢係美國當兵; 黃先生
 kè 母親係 uk-k'oi. 佢有做事.

LESSON 16

WRITING MATERIAL

打	Character Number 1076		Radical Number 64	
	Stroke Number 5		才, 手	
	一	扌	扌	扌
送	Character Number 1063		Radical Number 162	
	Stroke Number 10		辶, 辶	
	、	、	、	、
上	Character Number 972		Radical Number 1	
	Stroke Number 3		一	
	丨	丨	上	
下	Character Number 234		Radical Number 1	
	Stroke Number 3		一	
	一	一	下	
年	Character Number 764		Radical Number 51	
	Stroke Number 6		干	
	丿	一	一	年

LESSON 17

ORAL MATERIAL - STRUCTURAL PATTERNS

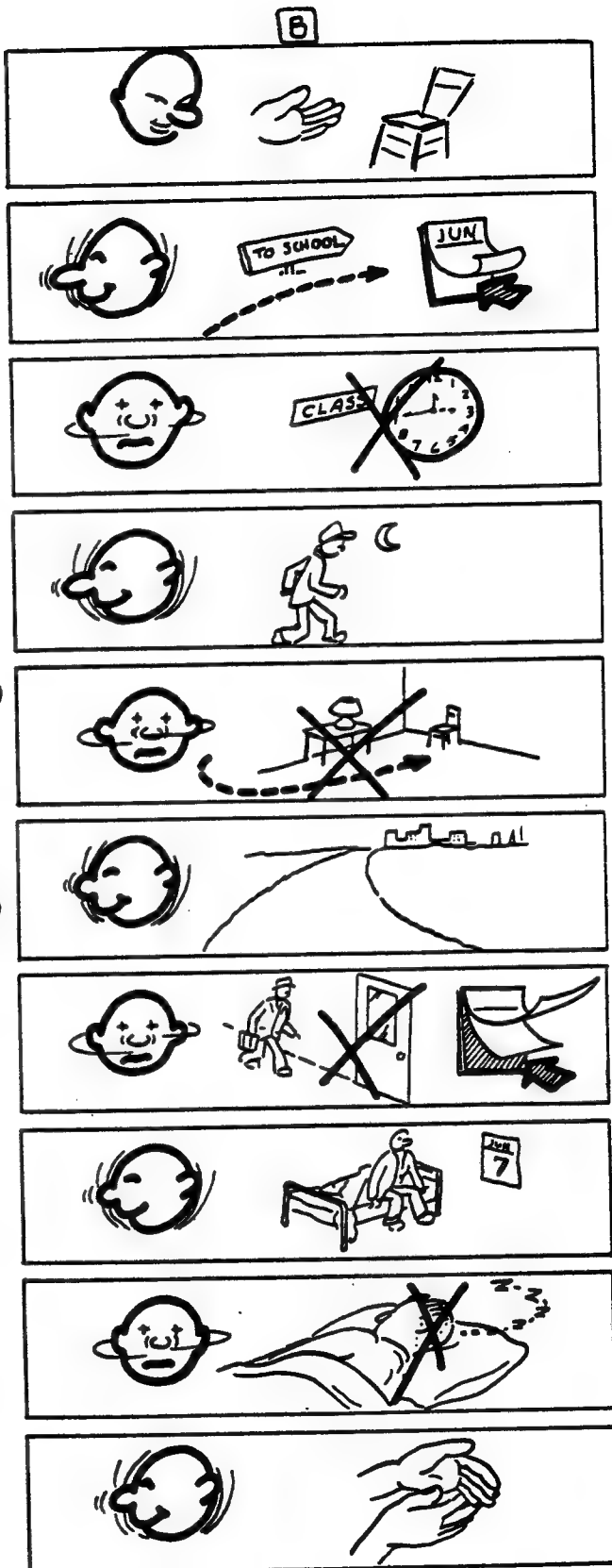
1. Neĩ t'ing-yât faan m̄-faan tak hôk?
Kóh kòh hôk-shaang kam-yât sheũng m̄ sheũng tak t'õng?
Kóh kòh pêng-yân tsòk-maãn fàn m̄-fàn tak kaaũ?
K'ui kè foô-ts'an haũ-yât faan m̄-faan tak kung?
2. Neĩ t'ing-yât faan-tak hôk mã?
Kóh kòh hôk-shaang kam-yât sheũng tak t'õng mã?
Kóh kòh pêng-yân tsòk-maãn fàn tak kaaũ mã?
K'ui kè foô-ts'an haũ-yât faan tak kung mã?
3. Neĩ t'ing-yât lai m̄-lai tak ngõh shuê?
Ngõh t'ing-yât huĩ m̄-huĩ tak k'ui tô?
K'ui-teĩ ch'ut-nĩn huĩ tak Heung-Kóng mã?
Neĩ-teĩ haũ-nĩn huĩ tak Yât-Poón mã?
4. Faan tak, ngõh t'ing-yât faan tak hôk.
Sheũng tak, kóh kòh hôk-shaang kam-yât sheũng tak t'õng.
Fàn tak, kóh kòh pêng-yân tsòk-maãn fàn tak kaaũ.
Faan tak, k'ui kè foô-ts'an haũ-yât faan tak kung.
5. M̄-faan tak, ngõh t'ing-yât m̄ faan tak hôk.
M̄-sheũng tak, kóh kòh hôk-shaang kam-yât m̄-sheũng tak t'õng.
M̄-fàn tak, kóh kòh pêng-yân tsòk maãn m̄-fàn tak kaaũ.
M̄-faan tak, k'ui kè foô-ts'an haũ-yât m̄-faan tak kung.
6. Lai tak, t'ing-yât ngõh lai tak neĩ shuê.
Huĩ tak, t'ing-yât neĩ huĩ tak k'ui-teĩ tô.
Huĩ tak, ch'ut-nĩn k'ui-teĩ huĩ tak Heung-Kóng.
Huĩ tak, haũ-nĩn ngõh-teĩ huĩ tak Yât-Poón.

LESSON 17

ORAL MATERIAL - STRUCTURAL PATTERNS

7. M̄-lai tak, ngōh t'ing-yât m̄-lai tak neĩ shuê.
M̄-hui tak, neĩ t'ing-yât m̄-hui tak k'ui-teĩ tō.
M̄-hui tak, k'ui-teĩ ch'ut-nin m̄-hui tak Heung-Kóng.
M̄-hui tak, ngōh-teĩ hau-nin m̄-hui tak Yât-Poón.

LESSON 17



LESSON 17

ORAL MATERIAL - DIALOGUE

1. A: Ngõh yăp tak lai mã, Ch'ân Sin-Shaang?
B: Ts'êng yăp lai la. Ts'êng ts'õh, ts'êng ts'õh, Leĩ Sin-Shaang.
A: Hó à. Hó à. Ch'ân Sin-Shaang.
2. A: Neĩ t'ing-yăt faan m-faan tak hōk à?
B: Faan tak, ngõh t'ing-yăt faan tak hōk.
3. A: Neĩ yat-chân sheũng m-sheũng tak t'ōng ne?
B: M-sheũng tak, ngõh yat-chân m-sheũng tak t'ōng.
4. A: Neĩ kam-maăn huĩ m-huĩ tak kaai à?
B: Huĩ tak, ngõh kam-maăn huĩ tak kaai.
5. A: Neĩ t'ing-maăn lai m-lai tak ngõh shuê ne?
B: M-lai tak, ngõh t'ing-maăn m-lai tak neĩ shuê.
6. A: Neĩ kam-yăt huĩ tak Saam-Faăn-Shĩ mã?
B: Huĩ tak, ngõh kam-yăt huĩ tak Saam-Faăn-Shĩ.
7. A: K'ui haũ-yăt faan tak kung mã?
B: M-faan tak, k'ui haũ-yăt m-faan tak kung.
8. A: Kóh kòh pêng-yăn ch'âm-yăt chiu-t'aũ-tsó heĩ tak shan mã?
B: Heĩ tak, kóh kòh pêng-yăn ch'âm-yăt chiu-t'aũ-tsó heĩ tak shan.
9. A: Kóh kòh pêng-yăn tsòk-maăn fàn tak kaaũ mã?
B: M-fàn tak, kóh kòh pêng-yăn tsòk-maăn m-fàn tak kaaũ.

LESSON 17

ORAL MATERIAL - DIALOGUE

10. A: Ngõh kóm-yeûng* tsô, tak mà?

B: Tak, neĩ kóm-yeûng* tsô tak.

A: K'uí kóm-yeûng* tsô, tak m-tak. ă?

B: M̄-tak, k'uí kóm-yeûng* tsô m-tak.

LESSON 17

TRANSLATION OF DIALOGUE

1. A: May I come in, Mr. Ch'an?
B: Please come in. Please be seated, Mr. Lei.
A: Thanks, Mr. Ch'an.
2. A: Will you be able to go to school tomorrow?
B: Yes, I will be able to go to school tomorrow.
3. A: Will you be able to go to class later?
B: No, I won't be able to go to class later.
4. A: Will you be able to go out tonight?
B: Yes, I will be able to go out tonight.
5. A: Will you be able to come to my place tomorrow night?
B: No, I won't be able to come to your place tomorrow night.
6. A: Will you be able to go to San Francisco today?
B: Yes, I will be able to go to San Francisco today.
7. A: Will he be able to go to work the day after tomorrow?
B: No, he won't be able to go to work the after tomorrow?
8. A: Was the patient able to get up yesterday morning?
B: Yes, the patient was able to get up yesterday morning.
9. A: Was the patient able to sleep last night?
B: No, the patient was not able to sleep last night.
10. A: May I do it this way?
B: Yes, you may do it this way.
A: May he do it this way?
B: No, he may not do it this way.

LESSON 17

ORAL MATERIAL - RECOMBINATION

1. A: Neĩ shĩk chỏh faan meĩ à, Leĩ Sin-Shaang?
 B: Ngỏh shĩk chỏh là. Neĩ ne, Ch'ân Sin-Shaang?
 A: Ngỏh meĩ shĩk. Ngỏh kam-yât m-shĩk tak faan.
2. A: Neĩ t'ing-yât faan tak hỏk mã?
 B: M-faan tak, ngỏh t'ing-yât m-faan tak hỏk.
3. A: Neĩ yat-chân sheũng tak t'ũng mã?
 B: Sheũng tak, ngỏh yat-chân sheũng tak t'ũng.
4. A: Neĩ t'ũng neĩ kẻ t'aai-t'aai* t'ing-yât hủ-nẻ huĩ tak kaaĩ mã?
 B: M-huĩ tak, ngỏh t'ũng ngỏh kẻ t'aai-t'aai* t'ing-yât hủ-nẻ m-huĩ tak kaaĩ.
5. A: Kỏh kỏh pẻng-yân ch'âm-yât chiu-t'aũ-tsỏ heĩ m-heĩ tak shan à?
 B: Heĩ tak, kỏh kỏh pẻng-yân ch'âm-yât chiu-t'aũ-tsỏ heĩ tak shan.
6. A: Kỏh kỏh pẻng-yân ts'in-mản fản m-fản tak kaaũ ne?
 B: M-fản tak, kỏh kỏh pẻng-yân ts'in-mản m-fản tak kaaũ.
7. A: Neĩ kẻ foô-ts'an tsỏk-mản shĩk m-shĩk tak faan à?
 B: M-shĩk tak, ngỏh kẻ foô-ts'an tsỏk-mản m-shĩk tak faan.
8. A: Neĩ kẻ t'aai-t'aai* keĩ shĩ m-faan tak kung ne?
 B: Ngỏh kẻ t'aai-t'aai* t'ing-yât m-faan tak kung.
9. A: Ch'ân Sin-Shaang keĩ shĩ m-sheũng tak t'ũng à?
 B: Ch'ân Sin-Shaang hủ-yât m-sheũng tak t'ũng.

LESSON 17

ORAL MATERIAL - RECOMBINATION

10. A: Neĩ kè mǝ-ts'an keĩ shĩ m-fàn tak kaaũ ne?
 B: Ngõh kè mǝ-ts'an tsòk-maǎn t'ũng ts'in-maǎn to m-fàn tak kaaũ.

11. A: Pin kòh t'ing-yât m-faan tak hòk ă?
 B: Ngõh t'ũng k'uĩ t'ũng k'uĩ t'ing-yât to m-faan tak hòk.

12. A: Neĩ t'ũng k'uĩ t'ung k'uĩ t'ing yât to m-faan tak hòk.
 Neĩ-teĩ haũ-yât faan m-faan tak hòk ne?
 B: Ngõh t'ũng k'uĩ t'ũng k'uĩ t'ing-yât to m-faan tak hòk.
 Ngõh-teĩ haũ-yât yik-to m-faan tak hòk.

13. A: Neĩ t'ũng neĩ kè nuĩ p'aǎng-yaũ t'ing-yât lai tak ngõh-shuê, yik-waāk m-lai tak ngõh shuê ă?
 B: Ngõh t'ũng ngõh kè nuĩ p'aǎng-yaũ t'ing-yât m-lai tak neĩ shuê.

14. A: Neĩ t'ũng neĩ kè t'aai-t'aai* t'ing-maǎn huĩ tak Saam-Faǎn-Shĩ, yik-waāk m-huĩ tak Saam-Faǎn-Shĩ ne?
 B: Ngõh t'ũng ngõh kè t'aai-t'aai* t'ing-maǎn huĩ tak Saam-Faǎn-Shĩ.

15. A: Neĩ-teĩ keĩ shĩ tsaú tak ă?
 B: Ngõh-teĩ kam-yât tsaú tak. Neĩ ne?
 A: Ngõh kam-yât meĩ-tsaú tak.

LESSON 17

WORD LIST

1. yâp	to enter, put into
2. faan hôk	to go to school
3. faan kung	to go to work
4. heí shan	to get up, rise
5. t'ing-yât	tomorrow
6. t'ing-maăn	tomorrow night
7. haû-yât	day after tomorrow
8. ts'âm-yât	yesterday
9. yat-chân	a short while, one moment
10. pêng-yăn	patient, sick man
11. pêng	to be sick, sickness
12. tak	can, to obtain, get, okay, all right; verb suffix
13. kóm-yeûng*	so, in such a manner
14. chiu-t'aû-tsó	morning
15. Saam-Faăn-Shĩ	San Francisco

LESSON 17

READING MATERIAL

1111

得 tak: to obtain;
to get; to at-
tain; can.

做得 ts6-tak: all right;
can be done.

得意 tak-i: pleased; sa-
tisfied.

得人心 tak yān-sam: to
be popular.

160

翻 faan: to return;
to overturn

翻轉頭 faan-chuán-t'au:
to return back

翻印 faan-yān: to
print again

1194

堂 t'ōng: hall; court,
meeting place.

上堂 anéung t'ōng: to
begin a class;
a lecture
starts.

禮拜堂 lāi-paai-t'ōng:
church; a pro-
testant chapel.

得

翻

番

堂

得

得

翻

翻

堂

堂

944

身 shan: the body;
self; trunk;
hull.

身體 shan-tai: the body;
bodily frame;
physique.

終身 chung shan: all one's
life.

269

起 héi: to rise;
raise; begin;
from.

起手 héi-shau: to be-
gin; to start.

起身 héi shan: arise
to get up.

起貨 héi foh: to un-
load cargo.

身

身

身

起

起

起

LESSON 17

READING MATERIAL

652

唔 ā: a negative; no;
not.

唔係 ā-hai: no.

唔去 ā-huī: do not go.

845

病 pōng: sickness;
distress; vice;
defect.

病人 pōng-yān: a sick
person; patient.

急病 kap pōng: a sud-
den attack of
sickness.

164

飯 fahn: cooked
rice; a meal

煮飯 ché fahn: to
cook rice; to
cook a meal

裝飯 chong fahn: dish
up the rice

唔

病

飯

唔

病

飯

1126

頭 t'āu: head; top;
chief; first.

頭痛 t'āu-t'ūng: head-
ache.

頭一次 t'āu yat-ts'è:
the first
time.

頭緒 t'āu-suī: a clue;
way; means.

1269

早 tsó: morning; ear-
ly; previous;
before.

早晚 tsó-mǎn: morning
and evening;
sooner or la-
ter.

遲早 ch'í-tsó: sooner
or later.

早婚 tsó fan: early
marriage.

頭

早

頭

早

頭

早

LESSON 17
READING MATERIAL

黃二係美國陸軍語言學校嘅學生。佢前日
冇病，唔番得學，唔上得堂，唔haāng得街。亦都
吾fàn得kaaù.

佢昨日chiu頭早唔起得身，唔shîk得飯。佢kè
月友好好，買yò peí 佢，yāu送ts'ín* peí 佢。昨晚黃二
àn得kaaù；今日chiu頭早佢起得身，shîk得飯；下午
佢係uk-k'ei聽yam-ngòk，睇報紙；今晚佢shîk飯。佢shîk
cai.

聽日黃二番得學，上得堂，去得街。

LESSON 17

WRITING MATERIAL

起	Character Number 269		Radical Number 156	
	Stroke Number 10		走	
	一	十	土	丰
得	Character Number 1111		Radical Number 60	
	Stroke Number 11		彳	
	彳	彳	彳	彳
身	Character Number 944		Radical Number 158	
	Stroke Number 7		身	
	彳	彳	彳	彳
病	Character Number 845		Radical Number 104	
	Stroke Number 10		疒	
	疒	疒	疒	疒
飯	Character Number 164		Radical Number 184	
	Stroke Number 12		食	
	食	食	食	食

LESSON 18

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ngõh sé tak ts'ing m̄-ts'ing-ch'òh?
K'uĩ tsô tak faai m̄-faai?
Ngõh kè tsai kóng tak m̄ng m̄-n̄ng-paāk?
Neĩ haāng tak kwooi m̄-kwooi?
2. Ngõh i-ka sé tak ts'ing-ch'òh mà?
K'uĩ kam-yât tsô tak faai mà?
Ngõh kè tsai ch̄ng-wâ kóng tak m̄ng-paāk mà?
Neĩ tsòk-yât haāng tak kwooi mà?
3. Ngõh kè p'āng-yaũ sh̄k tak t̄m-yeũng* ?
Neĩ kè sai-man-tsai haāng tak t̄m-yeũng* ?
K'uĩ kè hôk-shaang t̄k-tak t̄m-yeũng* ?
Ngõh-teĩ kè Kwóng-Tung Wâ* kóng tak t̄m-yeũng* ?
4. Ts'ing-ch'òh, neĩ i-ka sé tak ts'ing-ch'òh.
Faai, k'uĩ kam-yât tsô tak keĩ faai.
M̄ng-paāk, neĩ kè tsai ch̄ng-wâ kóng tak hó m̄ng-paāk.
Kwooi, ngõh tsòk-yât haāng tak fei-sheũng-chi kwooi.
5. M̄-ts'ing-ch'òh, neĩ i-ka sé tak m̄-ts'ing-ch'òh.
M̄-faai, k'uĩ kam-yât tsô tak m̄-hai keĩ faai.
M̄-m̄ng-paāk, neĩ kè tsai ch̄ng-wâ kóng tak m̄-hai hó m̄ng-paāk.
M̄-kwooi, ngõh tsòk-yât haāng tak m̄-hai fei-sheũng-chi kwooi.
6. Neĩ kè p'āng-yaũ sh̄k tak taai maan.
Ngõh kè sai-man-tsai haāng tak fei-sheũng-chi faai.

LESSON 18

ORAL MATERIAL - STRUCTURAL PATTERNS

K'ui kè hōk-shaang tūk tak hó k'an-lík.

Neĩ-teĩ kè Kwóng-Tung Wâ* kóng tak keĩ ts'ing-ch'òh.

7. Neĩ kè pāng-yaũ shík tak m-haĩ taaĩ maan.

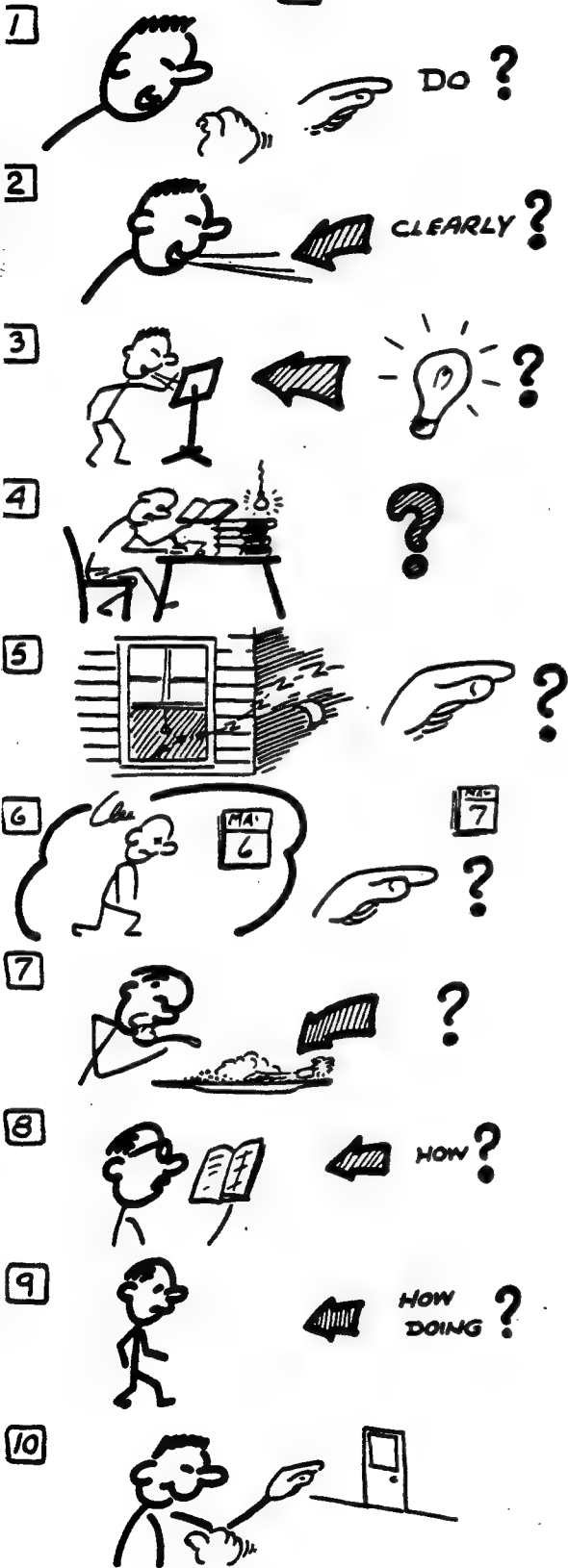
Ngōh kè sai-man-tsaĩ haāng tak m-haĩ fei-sheūng-chi faai.

K'ui kè hōk-shaang tūk tak m-haĩ hó k'an-lík.

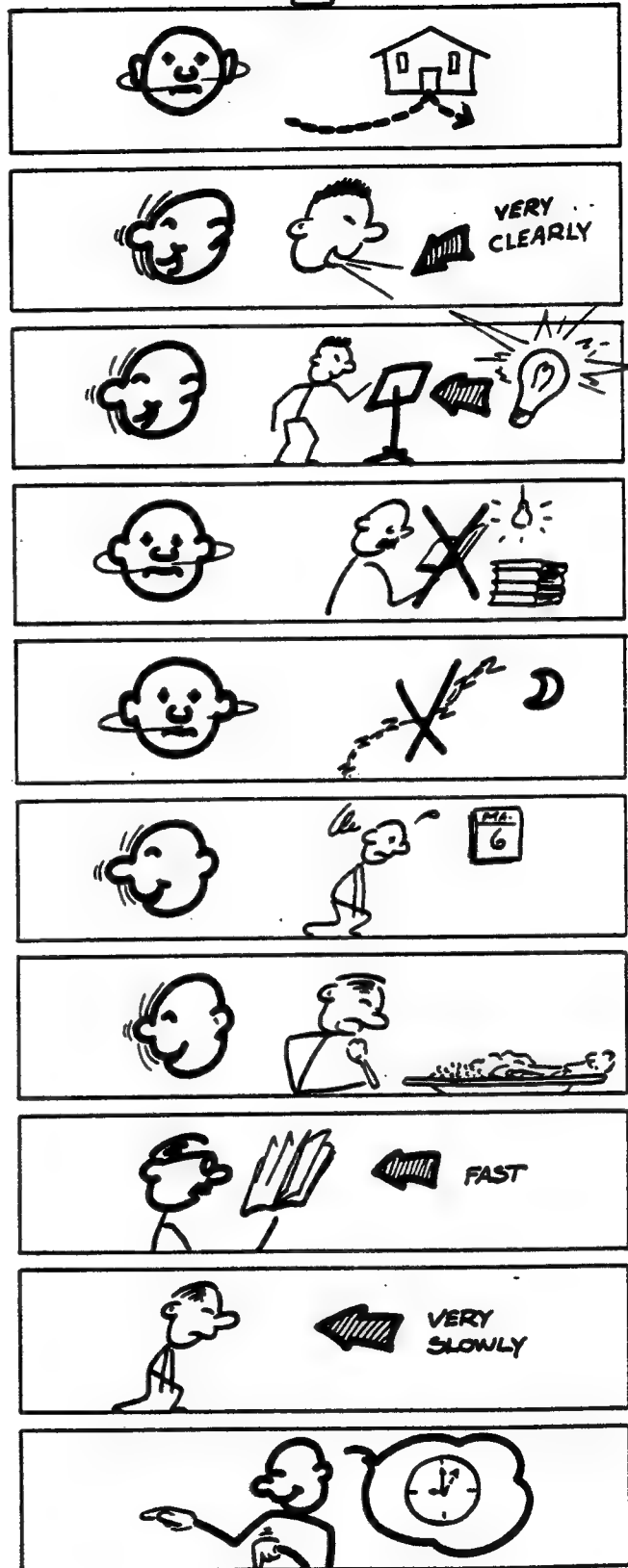
Neĩ-teĩ kè Kwóng-Tung Wâ* kóng tak m-haĩ keĩ ts'ing-ch'òh.

LESSON 18

A



B



LESSON 18

ORAL MATERIAL - DIALOGUE

1. A: Neĩ yaũ mat kwai kòn à, Leĩ Sei Sin-Shaang?
B: Ngõh mǝ mat s2. Ngõh shũn-pĩn* lai paai-haũ neĩ che.
2. A: Ngõh kǝng tak ts'ing m-ts'ing-ch'õh à?
B: Ts'ing-ch'õh, neĩ kǝng tak hǝ ts'ing-ch'õh.
3. A: Ngõh kaaũ tak mĩng m-mĩng-paāk ne?
B: Mĩng-paāk, neĩ kaaũ tak hǝ mĩng-paāk.
4. A: K'ui tũk tak k'an-lĩk mã?
B: M-k'an-lĩk, k'ui tũk tak m-k'an-lĩk.
5. A: Neĩ tsòk-maǎn fàn tak kau mã?
B: M-kau, ngõh tsòk-maǎn fàn tak m-kau.
6. A: Neĩ tsòk-yat haǎng tak kwooi mã?
B: Kwooi, ngõh tsòk-yat haǎng tak hǝ kwooi.
7. A: K'ui shĩk tak toh mã?
B: Toh, k'ui shĩk tak hǝ toh.
8. A: K'ui hǝk tak tĩm-yeũng* à?
B: K'ui hǝk tak hǝ faai.
9. A: K'ui tsǝ tak tĩm-yeũng* ne?
B: K'ui tsǝ tak hǝ maǎn.
10. A: Ngõh seũng ch'ẽ là, Wǝng Sin-Shaang.
B: Ts'õh-hǎ t'im la, Leĩ Sin-Shaang.
A: M-hǝ lǝh, ngõh tsaũ lǝh.

LESSON 18
TRANSLATION OF DIALOGUE

1. A: What can I do for you, Mr. Leī Seī?
B: I have nothing in particular. I just want to look you up.
2. A: Do I speak clearly?
B: Yes, you speak very clearly.
3. A: Do I teach clearly and understandably?
B: Yes, you teach very clearly and understandably.
4. A: Does he study hard?
B: No, he doesn't study hard.
5. A: Did you sleep enough last night?
B: No, I didn't sleep enough last night.
6. A: Did you get tired from walking yesterday?
B: Yes, I was very tired from walking yesterday.
7. A: Did he eat a great deal?
B: Yes, he ate a great deal.
8. A: How is he learning?
B: He is learning very fast.
9. A: How is he doing?
B: He is doing very slowly.
10. A: I have to leave, Mr. Wōng.
B: Please stay a little longer, Mr. Leī.
A: I'd better not. (I have to leave now.)

LESSON 18

ORAL MATERIAL - RECOMBINATION

1. A: Ts'ing ts'oh, ts'ing ts'oh, Leĩ Sin-Shaang.
 B: M-ho haak-heĩ, m-ho haak-heĩ, Wõng Sing-Shaang.
 A: Neĩ yaũ mat kwaĩ kòn à, Leĩ Sin-Shaang?
 B: Ngõh mỗ mat s2. Ngõh lai ts'oh hã che.
2. A: Ni kòh sin-shaang kaaũ tak hó mã?
 B: Hó, ni kòh sin-shaang kaaũ tak hó hó.
3. A: Neĩ-teĩ k'eĩ tak kwooĩ mã?
 B: M-kwooĩ, ngõh-teĩ k'eĩ tak m-haĩ keĩ kwooĩ.
4. A: Tsòk-maãn neĩ fàn tak tím-yeũng* à.
 B: Tsòk-maãn ngõh fàn tak fei-sheũng-chi hó.
5. A: Neĩ kè sin-shaang chĩng-wâ kóng tak tím-yeũng* ne?
 B: Ngõh kè sin-shaang chĩng-wâ kóng tak m-haĩ hó ts'ing-ch'oh.
6. A: Kam-yât neĩ kòk tak tím-yeũng* à?
 B: Kam-yât ngõh kòk tak fei-sheũng-chi kwooĩ.
7. A: Ch'an Sin-Shaang kóng tak ts'ing m-ts'ing-ch'oh ne?
 B: Ts'ing-ch'oh, Ch'an Sin-Shaang kóng tak hó ts'ing-ch'oh.
8. A: Ni kòh hòk-shaang tũk tak k'an m-k'an-lĩk à?
 B: M-k'an-lĩk, ni kòh hòk-shaang tũk tak m-haĩ t'aai k'an-lĩk.
9. A: Neĩ-teĩ hai paan-fõng* shuè t'eng tak mĩng m-mĩng-paāk ne?
 B: M-mĩng-paāk, ngõh-teĩ hai paan-fõng* shuè t'eng tak m-haĩ hó mĩng-paāk.
10. A: Neĩ-teĩ k'eĩ hai kòh tô t'ai tak ts'ing m-ts'ing-ch'oh à?
 B: Ts'ing-ch'oh, ngõh-teĩ k'eĩ hai ni tô t'ai tak hó ts'ing-ch'oh.

LESSON 18

ORAL MATERIAL - RECOMBINATION

11. A: Neĩ ts'õh haĩ kòh cheung í t'ai tak ts'ing-ch'õh ti, yik-waāk ts'õh haĩ ni cheung í t'ai tak ts'ing-ch'õh ti ne?
B: Ngõh ts'õh haĩ ni cheung í t'ai tak ts'ing-ch'õh ti.
12. A: Neĩ kam-yât hôk tak faai ti, yik-waāk tsòk-yât hôk tak faai ti à?
B: Ngõh kam-yât hôk tak pei-kaaũ tsòk-yât faai hó toh; ngõh tsòk-yât hôk tak mǝ kam-yât kòm faai.
13. A: Neĩ, k'ui, t'ung k'ui, pin kòh hôk tak tsui faai; pin kòh hôk tak maan ti; pin kòh hôk tak tsui maan ne?
B: Ngõh, k'ui, t'ung k'ui, k'ui hôk tak tsui faai; k'ui hôk tak maan ti; ngõh hôk tak tsui maan.
14. A: Ngõh, k'ui, t'ung k'ui, pin kòh kaaũ tak tsui faai; pin kòh kaaũ tak maan ti; pin kòh kaaũ tak tsui maan à?
B: Neĩ, k'ui, t'ung k'ui, neĩ kaaũ tak tsui faai; k'ui kaaũ tak mǝ neĩ kòm faai; k'ui kaaũ tak tsui maan.
15. A: Kòm faai tsaũ là, Leĩ Sin-Shaang?
B: Haĩ à, ngõh seúng tsaũ là, Wõng Sin-Shaang.
A: Tsoi-kin, tsoi-kin.
B: Tsoi-kin, tsoi-kin.

LESSON 18

WORD LIST

1. Leĩ Sei	man's name
2. mat	what? something, anything, what kind of..? any, some, why?
3. kwai	honorable
4. kwai kòn	honorable business (honorific form)
5. yaũ mat kwai kòn?	what can I do for you?
6. shûn-pîn*	at one's convenience, to take the opportunity
7. paaĩ-haũ	to visit, call on, pay a call (honorific form)
8. seúng	to desire, think, hope, expect, want
9. ch'ê	to leave, go away
10. t'im	als., more, additionally, too, as well as
11. k'ân-lîk	industrious, diligent
12. kau	enough, sufficient
13. faai	fast; quick, prompt
14. maân	slow; slowly
15. ts'ing-ch'ôh	plainly, clearly, distinctly
16. kóng-tak ts'ing-ch'ôh	to speak clearly

LESSON 18

READING MATERIAL

815

班 paan: rank; class;
company.

一班人 yat-paan yān: a
class of or set
of persons.

同班 t'ung paan: of the
same class;
classmate.

200

房 fōng (fōng*):
room; dwelling
(U. kuan)

房間 fōng-kuan: room

同房 t'ung fōng*:
roommate; co-
habitation

693

明 mīng: clear; plain;
bright.

明白 mīng-paīk: plain;
to understand.

明日 mīng-yāt: tomorrow.

明年 mīng-nīn: next year.

明矣 mīng-chi: clearly
aware.

班

房

明

班

房

明

班

房

明

814

白 paīk: white; clear;
clean; plain;
gratuitously.

白字 paīk-tsī: character
used wrongly for
other of same
sound.

白色 paīk shik: white
color.

415

勤 kīn: laborious;
diligent.

勤力 kīn-līk: diligent;
industrious.

勤學 kīn hōk: to study
diligently.

勤儉 kīn-kīn: indus-
trious and
thrifty.

白

勤

白

勤

白

勤

LESSON 18

READING MATERIAL

609

力 *lîk*: strength; force.

出力 *en'ut lîk*: to exert oneself.

勤力 *k'ân-lîk*: industrious.

馬力 *mǎ-lîk*: horse power.

水力 *shuǐ lîk*: water power.

158

快 *faai*: quick; cheerful.

快慢 *faai-mǎn*: quick & slow; speed.

快樂 *faai-lôk*: happy.

快活 *faai-côk*: happy.

快車 *faai-ch'e*: express train.

563

慢 *mǎn*: slow; dilatory; rude.

慢慢 *mǎn-mǎn*: slowly; at leisure; gradually.

太慢 *t'ai mǎn*: too slowly.

傲慢 *ngô-mǎn*: arrogant; disdainful.

懶慢 *lǎn mǎn*: slow and lazy.

力

快

慢

力 快 慢

力

快

慢

255

行 *hāng (hāng)*: to walk; to do; act

行 *hāng*: conduct.

行 *hōng*: (hōng): a business firm.

行李 *hāng-lǐ*: baggage.

行禮 *hāng lǐ*: to salute.

品行 *pán-hāng*: conduct; character.

洋行 *yāng-hōng*: foreign firm

985

食 *shik*: to eat.

好食 *hó-shik*: delicious.

食言 *shik ín*: to break one's word

絕食 *tsuét shik*: hunger strike, to fast.

行

食

行

食

行

食

LESSON 18
READING MATERIAL

黃二昨晚^{fàn}得好好，好^{kaù}；今日^{chiu}頭早佢起得好早，食得好多。

佢番學，佢上堂；佢讀中文，佢讀得好勤力，學得好快；喺班房，佢^{sé}中文字，佢^{sé}得好^{lèng}，佢係一^{kòh}好好^{kè}學生，^{kón kón}先生係廣東人，佢教得好好，講得唔快唔慢，講得好^{ts'ing-ch'ón}，好明白；黃二好明白；^{kón kón}先生係一^{kòh}好好^{kè}先生，黃二^{kè}朋友亦都係學生，佢讀得唔係幾勤力，學得有黃二^{kóm}快；佢^{sé}中文字，^{sé}得有黃二^{kòh kóm lèng}。

ī-家黃二番^{uk-k'ei}，佢行得好快；黃二^{kè}朋友行得有黃二^{kóm}快。

LESSON 18

WRITING MATERIAL

食	Character Number 985		Radical Number 184	
	Stroke Number 9		食	
	ノ	人	人	今
行	Character Number 255		Radical Number 144	
	Stroke Number 6		行	
	、	彳	彳	行
快	Character Number 158		Radical Number 61	
	Stroke Number 7		忄, 心	
	、	忄	忄	快
明	Character Number 693		Radical Number 72	
	Stroke Number 8		日	
	、	日	日	明
字	Character Number 1331		Radical Number 39	
	Stroke Number 6		子	
	、	子	字	字

LESSON 19

ORAL MATERIAL - STRUCTURAL PATTERNS

1. K'ui kaaù shue kaaù tak mōng m-mōng?
Neĩ tsô s2 tsô tak faai m-faai?
Ngõh shai ch'e shai tak maan m-maan?
K'ui kóng Ying-Mān kóng tak hó m-hó?
2. K'ui kaaù shue kaaù tak tím-yeung*?
Neĩ tsô s2 tsô-tak tím-yeung*?
Ngõh shai ch'e shai-tak tím-yeung*?
K'ui kóng Ying-Mān kóng tak tím-yeung*?
3. Īn-tsoĩ k'ui kè sai-ló kaaù shue kaaù-tak mōng m-mōng?
Ī-ts'īn neĩ kè t'aaĩ-t'aaĩ* tsô s2 tsô tak faai m-faai?
Tsòk-yāt ngõh kè foō-ts'an shai ch'e shai tak maan m-maan?
Ching-wā k'ui kè hōk-shaang kóng Ying-Mān kóng tak hó m-hó?
4. Mōng, k'ui kaaù shue kaaù tak mōng.
Faai, ngõh tsô s2 tsô tak faai.
Maan, neĩ shai ch'e shai tak maan.
Hó, k'ui kóng Ying-Mān kóng tak hó.
5. M-mōng, k'ui kaaù shue kaaù tak m-mōng.
M-faai, ngõh tsô s2 tsô tak m-faai.
M-maan, neĩ shai ch'e shai tak m-maan.
M-hó, k'ui kóng Ying-Mān kóng tak m-hó.
6. K'ui kaaù shue kaaù tak keĩ-mōng.
Ngõh tsô s2 tsô tak hó-faai.

LESSON 19

ORAL MATERIAL - STRUCTURAL PATTERNS

Neĩ shai ch'e shai tak fei-sheung-chi maan.

K'ui kóng Ying-Man kóng tak t'ai hō.

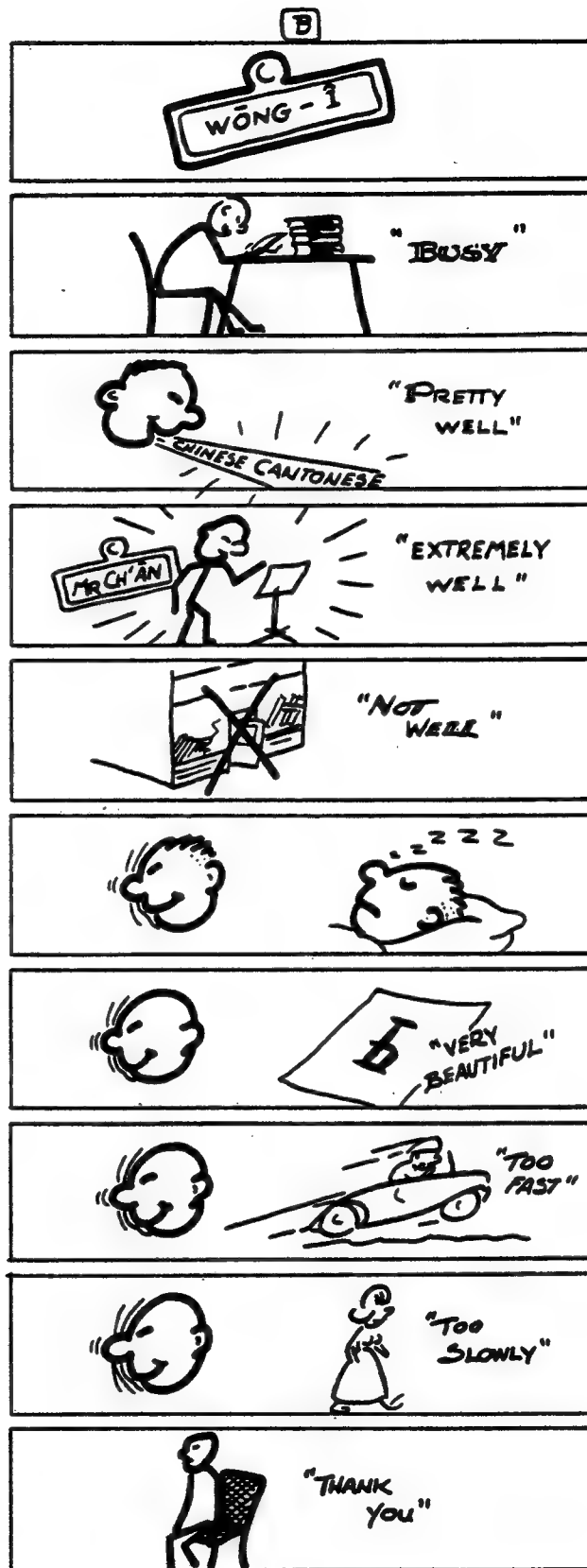
7. M-mōng, k'ui kē sai-lō in-tsoi kaaù shue kaaù tak m-hai
kei mōng.

M-fai, ngōh kē t'ai-t'ai* i-ts'in tsō s̄ tsō tak m-hai
hō fai.

M-maan, neĩ kē foō-ts'an tsòk-yat shai ch'e shai tak m-hai
fei-sheung-chi maan.

M-hō, k'ui kē hōk-shaang ching-wā kóng Ying-Man kóng tak
m-hai t'ai hō.

LESSON 19



LESSON 19

ORAL MATERIAL - DIALOGUE

1. A: Ts'ing mǎn neǐ kwai sǐng à?
B: Ngõh sǐng Wōng, ngõh kiù tsô Wōng-ĭ. Neǐ kwai sǐng mǐng à?
A: Ngõh sǐng Cheung, ngõh kiù tsô Cheung-Saam.
2. A: Neǐ tūk shue tūk tak tīm-yeûng* à?
B: Ngõh tūk shue tūk tak hó mōng.
3. A: Ngõh kóng Kwóng-Tung wā* kóng tak tīm-yeûng* ne?
B: Neǐ kóng Kwóng-Tung wā* kóng tak hó hó.
4. A: Ch'ǎn Sin-Shaang kaaù shue kaaù tak tīm-yeûng* à?
B: Ch'ǎn Sin-Shaang kaaù shue kaaù tak fei-sheûng-chi hó.
5. A: Ī-ka neǐ tsô shaang-ĭ tsô tak hó mã?
B: M̄-hó, ĩ-ka ngõh tsô shaang-ĭ tsô tak m̄-hó.
6. A: K'am-mǎn neǐ fǎn kaaù fǎn tak hó mã?
B: Hó, k'am-mǎn ngõh fǎn kaaù fǎn tak hó hó.
7. A: Neǐ kè hôk-shaang sé Chung-Mǎn ts̄ sé tak lèng m̄-lèng ne?
B: Lèng, ngõh kè hôk-shaang sé Chung-Mǎn ts̄ sé tak hó lèng.
8. A: Neǐ kè shai-ló shai ch'e shai tak faai m̄-faai à?
B: Faai, ngõh kè shai-ló shai ch'e shai tak t'aai faai.
9. A: Neǐ kè nǚ p'aǎng-yaũ haǎng lô haǎng tak mǎn m̄-mǎn ne?
B: Mǎn, ngõh kè nǚ p'aǎng yaũ haǎng lô haǎng tak t'aai mǎn.
10. A: Ts'ing ts'õh 1a. Wōng-ĭ Sin-Shaang.
B: M̄-shai k'ui 1a. Leǐ Sin-Shaang.

LESSON 19

TRANSLATION OF DIALOGUE

1. A: What is your name?
B: My name is Wōng Ī. What is yours?
A: My name is Cheung Saam.
2. A: How are you doing in shcool?
B: I am very busy with my school work.
3. A: How is my Chinese-Cantonese?
B: You speak Chinese-Cantonese very well.
4. A: How does Mr. Ch'ān do in his teaching?
B: Mr. Ch'ān does extremely well.
5. A: How are you doing in business?
B: I am not doing well.
6. A: Did you sleep well last night?
B: Yes, I slept very well.
7. A: Do your students write Chinese characters well?
B: Yes, my students write Chinese characters very well.
8. A: Does your younger brother drive fast?
B: Yes, my younger brother drives too fast.
9. A: Does your girl friend walk slowly?
B: Yes, my girl friend walks too slowly.
10. A: Please be seated, Mr. Wōng Ī.
B: Thanks, Mr. Leī.

LESSON 19

ORAL MATERIAL - RECOMBINATION

1. A: Leī Siú-Tsé, neī shīk-chóh faân meī à?
 B: Ngóh shīk-chóh là. Neī ne, Ch'ân Sin-Shaang?
 A: Ôh, ngóh meī shīk pòh.
2. A: Neī tūk shue tūk tak tím-yeûng* à?
 B: Ngóh tūk shue tūk tak hó mǒng.
3. A: K'uí tsô ŝ tsô tak tím-yeûng* ne?
 B: K'uí tsô ŝ tsô tak hó hó.
4. A: Neī kaaù shue kaaù tak mǒng mã?
 B: Mǒng, ngóh kaaù shue kaaù tak hó mǒng.
5. A: Neī haāng kaai haāng tak kwooī mã?
 B: M̄-kwooī, ngóh haāng kaai haāng tak m̄-kwooī.
6. A: Neī kè t'aai-t'aai* shīk faân shīk tak shiú m̄-shiú à?
 B: Shiú, ngóh kè t'aai-t'aai* shīk faân shīk tak hó shiú.
7. A: Neī kè sai-man-tsaī kǒng yě kǒng tak toh m̄-toh ne?
 B: Toh, ngóh kè sai-man-tsaī kǒng yě kǒng tak t'aai toh.
8. A: Neī ĭ-ts'ín hai pin-shuê tūk shue tūk tak hó mǒng à?
 B: Ngóh ĭ-ts'ín hai Yât-Poón tūk shue tūk tak hó mǒng.
9. A: K'uí ĭn-tsoī hai pin-shuê kaaù shue kaaù tak fei-sheûng-chi mǒng ne?
 B: K'uí ĭn-tsoī hai Meī-Kwòk Lūk-Kwan Uě-ĭn Hók-Haaù kaaù shue kaaù tak fei-sheûng-chi mǒng.
10. A: Neī tūk shue tūk tak m̄-hai keī mǒng; neī tsô mi-yě tsô tak hó mǒng à?
 B: Ngóh tūk shue tūk tak m̄-hai keī mǒng; ngóh tsô ŝ tsô tak hó mǒng.

LESSON 19

ORAL MATERIAL - RECOMBINATION

11. A: Kòh kòh sin-shaang kaaù shue kaaù tak hó, yik-waák kaaù tak m-hó?
B: Kòh kòh sin-shaang kaaù shue kaaù tak fei-sheung-chi hó.
12. A: Kòh kòh yān kaaù shue kaaù tak hó, yik-waák tūk shue tūk tak hó?
B: Kòh kòh yān kaaù shue kaaù tak hó; tūk shue tūk tak m-hai kei hó.
13. A: Ni kòh hôk-shaang kóng Kwóng-Tung wâ* kóng tak hó ti, yik-waák kòh kòh hôk-shaang kóng Kwóng-Tung wâ* kóng tak hó ti à?
B: Ni kòh hôk-shaang kóng Kwóng-Tung wâ* kóng tak hó ti; kòh kòh hôk-shaang kóng Kwóng-Tung wâ* kóng tak m-hai kei hó.
14. A: Ni kòh hôk-shaang, kòh kòh hôk-shaang, kòh kòh hôk-shaang, pin kòh kóng Kwóng-Tung wâ* kóng tak hó hó; pin kòh kóng tak pei pin kòh hó hó toh; pin kòh kóng tak tsui hó.
B: Ni kòh hôk-shaang, kòh kòh hôk-shaang, kòh kòh hôk-shaang, ni kòh hôk-shaang kóng Kwóng-Tung wâ* kóng tak hó hó; kòh kòh hôk-shaang kóng tak pei ni kòh hó hó toh; kòh kòh kóng tak tsui hó.
15. A: Leī Sin-Shaang, Wōng Sin-Shaang, neī-teī kei shī tsaú à?
B: Ngōh-teī kam-maăn tsaú. Neī ne, Ch'ān Sing-Shaang?
A: Ngōh i-ka tsaú.

LESSON 19

WORD LIST

- | | |
|------------------|--|
| 1. ts'ing mǎn | may I ask |
| 2. kwai sing ǎ? | what is your surname? honorific form |
| 3. ngǒh sing... | my surname is... |
| 4. tím-yeûng* | how? in what manner? |
| 5. kiù tsô | to be called, to be spoken of as, to be named as |
| 6. Wōng Ĩ | man's name |
| 7. mǐng (mēng*) | given name |
| 8. Cheung Saam | man's name |
| 9. shaang-ǐ | business |
| 10. k'ām-maǎn | last night |
| 11. shai | to drive, use, employ, cause |
| 12. tsô shaang-ǐ | to do business |
| 13. m-shai | to need not, it is not necessary, do not have to |
| 14. m-shai-k'ui | thank you, don't trouble yourself |
| 15. fǎn kaaù | to sleep, lie down, to go to bed |

LESSON 19

READING MATERIAL

333

而 i: and; and yet;
still.

而且 i-ch'6: also;
besides; more-
over.

而家 i-ka: right now;
at present.

1328

聰 ts'ung: to under-
stand; quick;
smart; intelli-
gent.

聰明 ts'ung-m ng: intelli-
gent; bright.

聰敏 ts'ung-mán: clever;
intelligent.

433

嘅 kə: sign of po-
sessive; qua-
lifying par-
ticle.

我嘅 ngəh kə: mine,

邊個嘅 pin kəh kə: whose?

而 聰 聰 嘅
而 聰 聰 嘅

443

寄 kəi: to send; to
dispatch; to
lodge.

寄信 kəi sùn: to send
or mail a
letter.

寄託 kəi t'òk: to entrust.

寄宿舍 kəi-shuk shə: dor-
mitory.

寄生 kəi-shaang: para-
sitic.

332

意 i: thought; will;
motive; purpose,

意思 i-sz: idea;
thought,

故意 kò-i: intention-
ally.

同意 t'ung-i: agree-
ment; agree.

注意 chue-i: attentive;
"Notice"

寄 意
寄 意

READING MATERIAL

1060

信 sùn: to believe;
faith; sincer-
ity; a letter.

信仰 sùn-yěng. to fol-
low; to esteem.

失信 shat sùn: to lose
confidence.

信用 sùn-yŭng: relia-
ble credit.

信箱 sùn-seung: mail
box.

713

忙 mōng: hurried; flur-
ried; busy.

幫忙 pōng-mōng: to assist;
to help.

忙碌 mōng-luk: busy.

連忙 līn-mōng: at once.

好忙 hō mōng: very busy.

919

寫 sé: to write; to
sketch.

寫字 sé tsé: to write.

大寫 taai-sé: senior
clerk.

寫書 sé shue: to write
a book.

信 忙 寫

信 忙 寫

1235

錢 ts'ín, ts'ín: mon-
ey; cash

有錢 yǒ ts'ín: wealthy.

錢財 ts'ín-ts'ái: wealth.

53

張 chéung: open out;
a sheet; (Cl. for
paper, chair etc.)

一張紙 yat-chéung chí: a
sheet of paper.

主張 chéung-chéung: advo-
cate.

錢 个 張 張

錢 張

LESSON 19
READING MATERIAL

黃二喺學校學中文學得好忙。講廣東話講得好好。寫中文字寫得好 lèng。佢係一 kòh 好聰明同好勤力嘅學生。

張三係黃二嘅朋友。張三唔係幾聰明。有黃二 kòm 聰明。張三讀書讀得唔係好勤力。佢讀書有黃二讀得 kòm 勤力。張三寫字寫得唔 lèng。佢寫字有黃二寫得 kòm lèng。張三講廣東話講得唔好。佢講廣東話有黃二講得 kòm 好。

李四亦都係黃二嘅朋友。佢乜-前喺陸軍語言學校讀書。而家佢冇讀書。佢喺日本做生意。佢做生意做得好唔好。黃二寫信 pei 佢。同寄錢 pei 佢；黃二寫信寫得 fei-sheung-chi 好。

LESSON 19

WRITING MATERIAL

寫	Character Number 919		Radical Number 40	
	Stroke Number 15		宀	
	丶	丨	宀	宀
信	Character Number 1060		Radical Number 9	
	Stroke Number 9		亻, 人	
	ノ	亻	亻	信
寄	Character Number 443		Radical Number 40	
	Stroke Number 11		宀	
	宀	宀	宀	寄
忙	Character Number 713		Radical Number 61	
	Stroke Number 6		忄, 心	
	丨	忄	忄	忙
細	Character Number 910		Radical Number 120	
	Stroke Number 11		糸, 系	
	乚	纟	纟	細

LESSON 20

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĩ kè sai-man-tsaĩ haāng m̄-haāng tak faai?
 K'ui kè nuĩ* kóng m̄-kóng tak ts'ing-ch'oh?
 Neĩ kè t'aai-t'aai* shĩk m̄-shĩk tak maan?
 Ngõh kè p'āng-yaũ yám m̄-yám tak toh?
2. Neĩ kè sai-man-tsaĩ haāng lô haāng m̄-haāng tak faai?
 K'ui kè nuĩ* kóng shuèt-wā kóng m̄-kóng tak ts'ing-ch'oh?
 Neĩ kè t'aai-t'aai* shĩk faan shĩk m̄-shĩk tak maan?
 Ngõh kè p'āng-yaũ yám tsaú yám m̄-yám tak toh?
3. Neĩ kè sai-man-tsaĩ haāng lô haāng tak faai mã?
 K'ui kè nuĩ* kóng shuèt-wā kóng tak ts'ing-ch'oh mã?
 Neĩ kè t'aai-t'aai* shĩk faan shĩk tak maan mã?
 Ngõh kè p'āng-yaũ yám tsaú yám tak toh mã?
4. M̄-faai, ngõh kè sai-man-tsaĩ m̄-haāng tak faai.
 M̄-ts'ing-ch'oh, k'ui kè nuĩ* m̄-kóng tak ts'ing-ch'oh.
 M̄-maan, ngõh kè t'aai-t'aai* m̄-shĩk tak maan.
 M̄-toh, neĩ kè p'āng-yaũ m̄-yám tak toh.
5. M̄-faai, ngõh kè sai-man-tsaĩ in-tsoĩ haāng lô m̄-haāng tak faai.
 M̄-ts'ing-ch'oh, k'ui kè nuĩ* kaũ-nĩn kóng shuèt-wā m̄-kóng tak ts'ing-ch'oh.
 M̄-maan, ngõh kè t'aai-t'aai* i-ts'in shĩk faan m̄-shĩk tak maan.
 M̄-toh, neĩ kè p'āng-yaũ tsòk-maan yám tsaú m̄-yám tak toh.

LESSON 20

ORAL MATERIAL - STRUCTURAL PATTERNS

6. Faai, ngõh kè sai-man-tsai in-tsoi haang lô haang tak kei faai.

Ts'ing-ch'oh, k'ui kè nui* kau-nin kóng shuèt-wâ kóng tak hó 'ts'ing-ch'oh.

Maan, ngõh kè t'aai-t'aai* i-ts'in shik faan shik tak fei-sheung-chi maan.

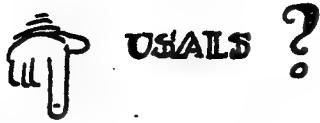
Toh, nei kè paang-yaü tsòk-maan yam tsau yam tak t'aai toh.

LESSON 20

A

B

1



2



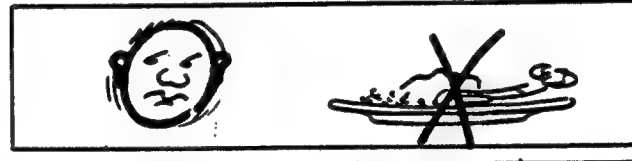
3



4



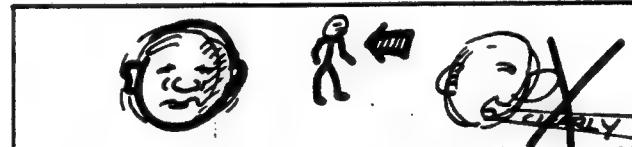
5



6



7



8



9



10



LESSON 20

ORAL MATERIAL - DIALOGUE

1. A: Ts'ing mǎn ni kaan hai m-hai Meī-Kwòk Lûk-Kwan Uě-Īn Hôk-Haaü à?
B: Hai à, ni kaan hai Meī-Kwòk Lûk-Kwan Uě-Īn Hôk-Haaü.
A: Wōng Sin-Shaang, m-hó i-sè. Lîng neī tâng-chóh kòm noī.
B: M-kán-iù, m-kán-iù. Ngõh lai-chóh mǎ keī noī* che.
2. A: K'ui kóng m-kóng tak faai à?
B: Faai, k'ui kóng tak faai.
3. A: K'ui kóng m-kóng tak ts'ing-ch'óh ne?
B: M-ts'ing-ch'óh, k'ui m-kóng tak ts'ing-ch'óh.
4. A: Neī haāng m-haāng tak faai à?
B: Faai, ngõh haāng tak faai.
5. A: K'ui shîk m-shîk tak toh ne?
B: M-toh, k'ui m-shîk tak toh.
6. A: Neī heī shan heī m-hai tak tsó à?
B: Tsó, ngõh heī shan heī tak tsó.
7. A: K'ui kóng shuèt-wǎ kóng m-kóng tak ts'ing-ch'óh ne?
B: M-ts'ing-ch'óh, k'ui kóng shuèt-wǎ m-kóng tak ts'ing-ch'óh.
8. A: Neī cheùk shaam cheùk m-cheùk tak faai à?
B: Faai, ngõh cheùk shaam cheùk tak faai.
9. A: K'ui yám tsáu yám m-yám tak toh?
B: M-toh, k'ui yám tsáu m-yám tak toh.
10. A: Tuī m-chuê, tuī m-chuê, Wōng Ī Sin-Shaang, ngõh lai ch'ī-chóh.
B: M-kán-iù, m-kán-iù, ngõh to hai chîng-wǎ lai che.

LESSON 20

TRANSLATION OF DIALOGUE

1. A: Is this the United States Army Language School?
B: Yes, this is the United States Army Language School.
A: Mr. Wōng, I am ashamed of myself. I let you wait for so long.
B: It doesn't matter. I have not been here very long.
2. A: Can he speak fast?
B: Yes, he can speak fast.
3. A: Can he speak clearly?
B: No, he cannot speak clearly.
4. A: Can you walk fast?
B: Yes, I can walk fast.
5. A: Can he eat much?
B: No, he cannot eat much.
6. A: Can you get up early?
B: Yes, I can get up early.
7. A: Can he speak clearly?
B: No, he cannot speak clearly.
8. A: Can you get dressed fast?
B: Yes, I can get dressed fast.
9. A: Can he drink much?
B: No, he cannot drink much.
10. A: I am sorry. I have come late, Mr. Wōng Ĩ.
B: It doesn't matter. I just came a while ago.

LESSON 20

ORAL MATERIAL - RECOMBINATION

1. A: Neĩ-teĩ shĩk in mã? Neĩ-teĩ yám tsaú mã? Wōng Sin-Shaan
Wōng T'aal-T'aal*?
B: M̄-hó haak-heĩ. Ngõh-teĩ m̄-shĩk in. Ngõh-teĩ m̄-yám tsaú.
2. A: Wōng Ĩ Sin-Shaang kaaù tak maân m̄-maân à?
B: M̄-maân, Wōng Ĩ Sin-Shaang kaaù tak m̄-maân.
3. A: Ngõh kê hôk-shaang hôk tak faal m̄-faal ne?
B: Faal, neĩ kê hôk-shaang hôk tak hó faal.
4. A: Neĩ kê t'aal-t'aal* k'eĩ m̄-k'eĩ tak noĩ à?
B: M̄-noĩ, ngõh kê t'aal-t'aal* m̄-k'eĩ tak noĩ.
5. A: Neĩ kê sai-man-tsaĩ kóng m̄-kóng tak ts'ing-ch'òh ne?
B: M̄-ts'ing-ch'òh, ngõh kê sai-man-tsaĩ m̄-kóng tak ts'ing-ch'òh.
6. A: Neĩ kê mǒ-ts'an haāng m̄-haāng tak faal à?
B: M̄-faal, ngõh kê mǒ-ts'an m̄-haāng tak faal.
7. A: Kam-yât neĩ heĩ shan heĩ tak tsó m̄-tsó ne?
B: Tsó, kam-yât ngõh heĩ shan heĩ tak keĩ tsó.
8. A: K'am-maân neĩ fàn kaaù fàn tak ch'ĩ m̄-ch'ĩ à?
B: M̄-ch'ĩ, k'am-maân ngõh fàn kaaù fàn tak m̄-haĩ hó ch'ĩ.
9. A: Neĩ kê sai-man-tsaĩ cheùk shaam cheùk m̄-cheùk tak faal ne?
B: M̄-faal, ngõh kê sai-man-tsaĩ cheùk shaam m̄-cheùk tak faal.
10. A: Neĩ kê nuĩ p'aāng-yaũ yám tsaú yám m̄-yám tak toh à?
B: M̄-toh, ngõh kê nuĩ p'aāng-yaũ yám tsaú m̄-yám tak toh.

LESSON 20

ORAL MATERIAL - RECOMBINATION

11. A: Neĩ kè foô-ts'an shai ch'e shai m-shai tak faai ne?
B: M-faai, ngõh kè foô-ts'an shai ch'e m-shai tak faai.
12. A: Neĩ kè nuĩ* kóng shuèt-wâ kóng tak ts'ing-ch'òh, yik-waak m-kóng tak ts'ing-ch'òh à?
B: Ngõh kè nuĩ* kóng shuèt-wâ m-kóng tak ts'ing-ch'òh.
13. A: Neĩ kè hôk-shaang sé Chung-Măn ts2 sé tak lèng, yik-waak m-sé tak lèng ne?
B: Ngõh kè hôk-shaang sé Chung-Măn ts2 sé tak lèng.
14. A: Neĩ kè tsai shik in shik tak toh, yik-waak m-shik tak toh à?
B: Ngõh kè tsai shik in m-shik tak toh. K'ui shik in shik tak hó shiú.
15. A: Kam-maăn neĩ hai ngõh tô shik ch'aan pîn-faân, hó mà?
B: M-hó lòn. Toh-tsê shai lòn. Kam-maăn ngõh yau s2.

LESSON 20

WORD LIST

- | | |
|-------------------|---|
| 1. m-hô i-sz | Sorry, I should be ashamed of myself. |
| 2. lîng | to cause |
| 3. tâng | to let, wait; class |
| 4. chôh | verb suffix indicating past tense or completion of action |
| 5. kôm noî | for so long, for a period of |
| 6. mǒ-keî noî | not very long time |
| 7. tsô | early |
| 8. ch'í | late, tardy |
| 9. shuèt-wâ | talk, words |
| 10. kông shuèt-wâ | to speak, talk |
| 11. yâm tsáu | to drink liquor, have a banquet |

LESSON 20

READING MATERIAL

1014

說 shuēt: to speak;
to talk; to dis-
course.

演說 in shuēt: to give
a speech.

解說 kaí-shuēt: to ex-
plain; to com-
ment.

1443

飲 yám: to drink; to
swallow.

飲茶 yám ch'ā: to drink
tea.

飲湯 yám t'ong: to take
soup.

請飲 ts'eng yám: to in-
vite to a ban-
quet.

1222

酒 tsáu: spirit; liquor;
wine.

酒色 tsáu-shik: wine
and licentious
pleasure.

酒精 tsáu-tsing: pure
alcohol.

說

飲

酒

說 飲 酒

說

近

飲

酒

414

近 kán: adjoining;
near (in time
or place)

近日 kán yát: recent-
ly.

近世 kán shai: modern
age.

附近 foó-kán: vicinity.

將近 chaw-kán: very
close; intimate.

630

來 loí: to come; to
reach; to ob-
tain; future.

後來 hau-loí: afterward.

本來 poón-loí: original-
ly.

近來 kán-loí: recently.

來賓 loí-pan: guest.

近

來

來

近

來

近

來

來

LESSON 20

READING MATERIAL

629

路 16: a road; pathway.

一路 yat-16: all along.

路費 16 fai: travelling expenses.

問路 mán 16: to ask a way.

公路 kung-16: a public road.

鐵路 t'it-16: railroad.

353

烟 in: smoke; tobacco.

烟通 in-t'ung: chimney

烟仔 in-tsai: cigarettes.

食烟 shik in: to smoke.

539

工 kung: work.

工作 kung-tsòk: work.

夜工 yê kung: night work.

罷工 pâ kung: to strike (labor strike).

工業 kung-îp: industry.

路

烟

工

路 烟 工

路

煙

烟

工

474

結 kit: to connect; to ally; to produce (as fruit); to tie; to congeal.

結果 kit-kwòh: outcome; effect; result.

結束 kit-ch'uk: to wind up; close.

結婚 kit fan: to marry; marriage.

結局 kit-kuk: conclusion; end.

175

女昏 fan: to marry a wife; marriage.

婚事 fan-sê: marriage.

結婚 kit fan: to marry.

訂婚 t'ing fan: to engage.

離婚 lei fan: to divorce.

結

婚

結 婚

結

婚

LESSON 20

READING MATERIAL

張先生讀書讀得好早，做事做得好早，結
昏結得好 ch'i.

佢近來做事做得太忙，食得太少，飲酒飲
得太多，食烟食得太多，fàn kaaù fàn 得唔-kaù. 前日
巨病，佢 kòk 得好 kwóí; 前晚佢 fàn kaaù 唔 fàn 得好，昨
日 chiu 頭早佢起身唔起得早，唔食得飯，唔食得
困，唔行得路，唔番得工。

而家佢有病，佢起得身，食得飯，食得烟
，番得工，佢嘅朋友李先生請張先生食晚飯，
長先生飲酒飲得 fei-sheung-chi 多，講說話唔講得 ts'ing-
hóh . 行路唔行得快。

LESSON 20

WRITING MATERIAL

說	Character Number 1014 Stroke Number 14				Radical Number 149 言			
	讠	讠	讠	讠	讠	言	言	言
	讠	讠	讠	讠	讠	說		
路	Character Number 629 Stroke Number 13				Radical Number 157 足, 足			
	𠂔	𠂔	𠂔	𠂔	𠂔	𠂔	足	足
	𠂔	𠂔	路	路	路			
飲	Character Number 1443 Stroke Number 12				Radical Number 184 食, 食			
	𠂔	𠂔	𠂔	𠂔	𠂔	𠂔	𠂔	食
	𠂔	飲	飲	飲				
做	Character Number 1272 Stroke Number 11				Radical Number 9 亻, 人			
	亻	亻	亻	亻	亻	亻	亻	亻
	做	做	做					
工	Character Number 538 Stroke Number 3				Radical Number 48 工			
	一	丁	工					